DOCUMENT RESUME

ED 223 558 SP 021 316

TITLE Insuring Effective Inservice Education Programs. A Conference Planned to Assist School Districts in the Development of an Effective Inservice Education Program. Conference Proceedings (Albany, New York, December 4-6, 1981).

INSTITUTION New York State Education Dept., Albany.; New York State Teacher Corps Network, New York, N.Y.; New York State United Teachers.

PUB DATE Dec 81

NOTE 101p.; Conference also sponsored by the New York Educators Association, in cooperation with New York State Federally Funded Teacher Centers.

PUB TYPE Reports - Descriptive (141) -- Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Cooperative Planning; *Delivery Systems; Elementary Secondary Education; *Financial Support; *Inservice Teacher Education; *Needs Assessment; Program Development; *Program Evaluation; School Districts

ABSTRACT

Speeches on six major topics at a conference designed to assist school districts in the development of comprehensive inservice teacher education programs are presented: (1) planning (Sam Yarger); (2) collaboration (Jerry Ciccheli); (3) conducting needs assessments (Patricia M. Kay); (4) effective delivery systems (LaMar P. Miller); (5) creative funding sources (Richard Hibschman); and (6) evaluation (Fred McDonald). Highlights of "clinic" sessions, convened after each presentation, are provided. These sessions were led by teacher center and Teacher Corps directors and were intended to give participants opportunities to ask specific questions, share ideas, and identify further needs. Names and addressses of conference participants are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223558

Insuring Effective Inservice Education Programs Conference Proceedings

December 4-6, 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Trombly

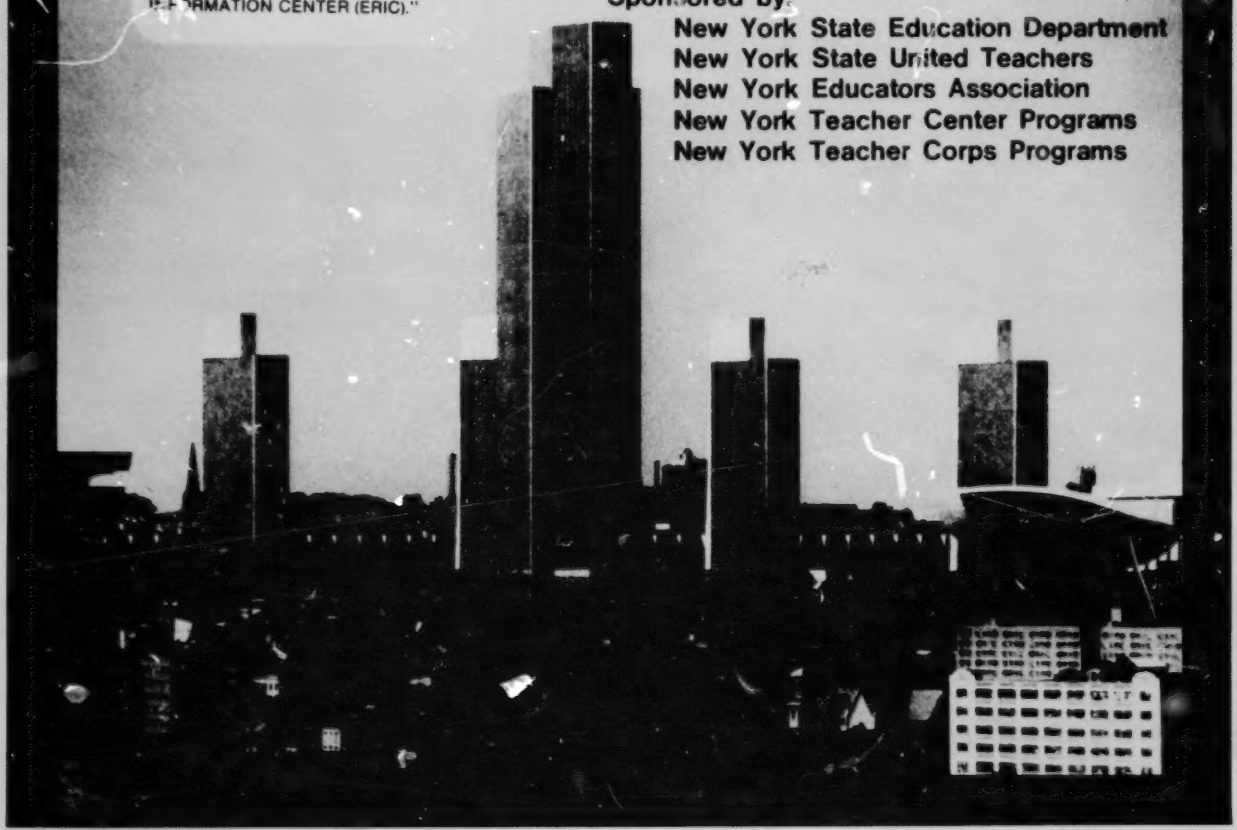
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ✓ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Sponsored by:
New York State Education Department
New York State United Teachers
New York Educators Association
New York Teacher Center Programs
New York Teacher Corps Programs



SP 021 316

INSURING EFFECTIVE INSERVICE EDUCATION PROGRAMS

A conference planned to assist school districts in the development of an effective inservice education program

December 4 - 6, 1981

The Albany Hilton Hotel
Albany, NY

Sponsored by:

THE NEW YORK STATE EDUCATION DEPARTMENT

NEW YORK STATE UNITED TEACHERS

NEW YORK EDUCATORS ASSOCIATION

in cooperation with

NEW YORK STATE FEDERALLY FUNDED TEACHER CENTERS

NEW YORK STATE TEACHER CORPS PROJECTS

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1988	Willard A. Genrich, Chancellor, LL.B., L.H.D., LL.D., Litt. D., D.C.S., D.C.L.	Buffalo
1988	J. Edward Meyer, Vice Chancellor, B.A., LL.B., L.H.D.	Chappaqua
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1989	Emilyn I. Griffith, A.B., J.D.	Rome
1983	Mary Alice Kendall, B.S.	Rochester
1984	Jorge L. Batista, B.A., J.D., LL.D.	Bronx
1986	Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
1987	Martin C. Barell, B.A., I.A., LL.B.	Kings Point
1984	Louise P. Matteoni, B.A., M.A. Ph.D.	Bayside
1987	R. Carlos Carballada, B.S., L.H.D.	Rochester
1988	Floyd S. Linton, A.B., M.A., M.P.A., D.C.L.	Miller Place
1988	Salvatore J. Sclafani, B.S., M.D.	Staten Island
1989	Mimi Lieber, B.A., M.A.	New York
1985	Shirley C. Brown, B.A., M.A., Ph.D.	Albany
1983	Robert M. Best, B.S.	Binghamton

President of The University and Commissioner of Education
Gordon M. Ambach

Executive Deputy Commissioner of Education
Robert J. Maurer

Assistant Commissioner for Higher Education Services
Alvin P. Lierheimer

Director, Division of Teacher Certification
Vincent C. Gazzetta

The State Education Department does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. This policy is in compliance with Title IX of the Education Amendments of 1972.

Inquiries concerning this policy may be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234.

Conference Organizers

Helen Hartle, Coordinator
Inservice Education
New York State Education Department

Charles C. Mackey, Jr., Supervisor
Teacher Education
New York State Education Department

Dennis R. Lauro, Jr., Associate
Educational Services
New York State United Teachers

Al Mance, Coordinator
Professional Services
New York Educators Association

Registration

Roz Burrick
New York State Education Department

Sandra Dickinson
New York State United Teachers

Kathy Graham Kelly, Teacher
Niskayuna School District

TABLE OF CONTENTS

Overview 1

Greetings
A Challenge for Inservice Education in New York State 3

Session 1
Planning for Inservice Education 6

Session 2
Collaboration for Inservice Education. . . . 15

Sesstion 3
Conducting Effective Needs Assessments . . . 25

Session 4
Effective Delivery of Inservice Education. . 37

Session 5
Creative Funding for Inservice Education . . 49

Session 6
Evaluation of Inservice Education. 67

Clinic Session 86

Conference Participants. 89

OVERVIEW

The conference was sponsored primarily to assist school districts in their development of comprehensive inservice education plans. Six major topics were featured including: planning, conducting needs assessments, collaboration, effective delivery of inservice programs, funding sources, and evaluation.

Following each of the six major presentations, "clinic" sessions were convened where small group discussions of the major topics took place. These sessions were led by teacher center and teacher corps directors and were intended to give participants opportunities to ask specific questions, share ideas and identify further needs.

The intended objectives for participants were:

1) to gain knowledge about the scope of a comprehensive professional development plan

2) to gain knowledge about each of the major topics

3) to have opportunities to ask specific questions about inservice education

4) to identify possible resource people who might assist in the development of inservice plans

5) to relate successful inservice activities

6) to get specific information about teacher centers and teacher corps projects

A variety of materials on inservice education were displayed by teacher centers, teacher corps projects, state education department personnel, school districts, New York State United Teachers and New York Educators Association.

Friday, December 4, 1981
7:00 p.m.

Greetings

Conference Organizers

A CHALLENGE FOR INSERVICE EDUCATION IN NEW YORK STATE

Presentation

Vincent C. Gazzetta, Director
Division of Teacher Certification
New York State Education Department

Session Manager

Marion Iwinski, Director
Buffalo City Teacher Center

Greetings
by
Vincent C. Gazzetta
Director, Teacher Certification

I'm delighted to be here this evening. Helen Hartle asked me to welcome you to the conference. Actually, I am going to take advantage of the opportunity and say a few more things besides "welcome." But I certainly welcome you to Albany.

Inservice education in New York State is not a new concept. We can trace it back to 1843 when voluntary teacher institutes were established for the purpose of providing inservice education for the teachers of the common schools of the state. Interest in inservice popped up again in 1910, 1936, 1958, 1965, and the early 1970's. And certainly the advent of the Federal Teacher Center legislation in the mid 70's and the amendments to the Teacher Corps legislation at about the same time again brought inservice education into the limelight. Without forgetting the past and the lessons that we have learned, we need to concentrate on the future. We have learned and witnessed the benefits of a cooperative approach to inservice by various affected groups. We more clearly see the value of providing inservice in a variety of modes. The need for comprehensive planning is ever more clear. The existence of a vast number of potential resources available to us must be remembered. These events can help us look ahead, and recognize some signs for the future.

I think maybe there are four signs that we ought to mention. First, the discussions around the State about inservice education are more numerous than they have been for many a year. They include more people, they are more serious, and they seem to emphasize a more long range, comprehensive view of inservice education with greater involvement.

Second, data from the annual financial reports that the school districts make of the expenditures for inservice education show a small but steady increase in the number of districts that report expenditures for inservice education. It's not a tidal wave folks, but possibly an awakening of a "sleeping giant" into something of a semi-wakeful state. Third, the Federal Consolidation Act which provides funds in so called block grants. The decisions on how to use 80% of those federal monies that will come into the state rest strictly at the local level without either state or federal intervention. Those funds at least provide an opportunity for the assignment of monies to inservice education. Fourth, the Department's submission of specific legislation for inservice as a part of the "Teaching as a Licensed Profession" project. That specific legislation requests funds for inservice education for local school districts. By these signs I would venture to say

that the future for inservice education looks brighter than it has in the recent past. But, and it is a big but, the ever brightening sheen will wear well and subsequently develop the patina of value only if folks like yourselves make your voices heard on the need and the benefits of good inservice education.

Just a little expansion on sign #3 and sign #4 which I hope will influence you to be heard. The use of the block grant funds destined for the districts will not be controlled by the federal government or by the state government. Decisions and priorities for their use are to be determined by the local school districts. On the matter of the Department's legislation, the Commissioner and the Board of Regents are solidly behind the legislative request for inservice money. Your convincing voices in collaborative consort needs to be heard, not by the State Education Department, but by the Governor's Office and the State Legislature.

The rest of this event which has been cooperatively planned is to be cooperatively implemented. All present have something to give and to receive. And to start off in a cooperative venture, I would like to ask you to begin now, to assess the happenings and events of these hours and to give us your thoughts about what is needed another time. So three cheers and thumbs up for in-service education! Thank you.

Friday, December 4, 1981
7:30 p.m.

PLANNING FOR INSERVICE EDUCATION

Presentation

Sam Yarger, Associate Director
School of Education, Syracuse University

Session Manager

S. Mark Rosenbaum, Director
Nassau County Regional Teacher Center

Clinic Leaders

1) Miriam Smith, Associate
New York City Teacher Center Consortium

2) Jane Chitty, Director
Northern Westchester/Putnam Teacher Center

3) Lois Beilin, Director
Hunter College Teacher Corps Project

4) Sheldon Marcus, Director
Fordham University/District #10
Teacher Corps Project

5) Marilyn Pesetzky, Assistant Coordinator
Northern Westchester/Putnam Teacher Center

6) Deena Newman, Coordinator
Teaching Centers, Syracuse University

PLANNING FOR INSERVICE EDUCATION

Presenter: Sam Yarger, Associate Dean
School of Education, Syracuse University

Trying to put together thoughts and give a speech on planning for inservice made me feel like Bobby Layne. My next question is, "How many people in this audience know who Bobby Layne is?" That's a sign of our age as well as our interests. For those of you who don't know, I would like to relate a story to you. Bobby Layne, when I was a young man growing up in Michigan was quarterback for the Detroit Lions. He was the last really fine quarterback in professional football. Bobby Layne, besides being a super quarterback, had other attributes as well. He was a drinker, a carouser, a womanizer, and just about any other thing you could think of to describe the shadier side of life. The big game for Detroit every year was the Thanksgiving Day classic with the Green Bay Packers, played at 11:00 on Thanksgiving Day morning so we could all go to the game and be home in time for turkey. One Thursday morning about 3:00 a.m. (actually it was the Wednesday night before the game), Bobby Layne was driving the wrong way down a one way street in Detroit not feeling too well, and ran his car over a curb into a fire hydrant. Water shot up, the police came, and he was arrested. It was now only seven hours before kickoff and he was not walking very straight. They took him to the police station. In came the newspaper reporters, as of course they would. One newspaper reporter confronted him and said, "How can you, a person idolized by every young boy in the State of Michigan if not the Midwest, behave like this? How can you be in this kind of condition at 3:00 in the morning and expect to go out tomorrow morning at 11:00 and lead the Detroit Lions to a football victory?" Bobby Layne looked him straight in the eye and said, "I sleep fast!"

Well, I am going to speak fast, and in order to speak fast I have some aids I want to cue you into, so that you will know what is happening.

I do use notes. That's not for my protection, that's for yours. That will speed things up a little bit. I am also not a very slick speaker. I can't make smooth transitions from one part of the speech to the next part, and if I try, people don't understand that I have done it and the speech goes on and on. So what I do is, I tell you when I reach the end of a part and I tell you when I'm starting the next part, so that you will be able to keep pace with where we are in the speech.

I will tell you at the beginning that there are five parts. That way you will have some sense of how much longer you are going to have to endure my talking. The one thing that I save for myself that I don't share with you is that they are not all the

same length. I am not going to tell you which parts are the long parts and which parts are the short parts.

Part I The Complex World of Inservice Education

I will start with what I call, "The Complex World of Inservice Education," or "The Saga of the Wandering Waif."

There are two factors I want to address here that I think are important for us. They are the institutional status of inservice education and the political/financial status. The bare facts are, that inservice does not now have, nor has it ever had to the best of my knowledge, any institutional base; that is, any major institutional organization that claims as a major mission the inservice training for education personnel, be they teachers or others. I think that is very, very important. What's more by my way of thinking, there can only be two possible institutions that can serve that purpose, neither of which has in my opinion. The first is the school district, the local education agency. Even though Vince Gazzetta informed us tonight that things are getting better and that schools are putting more money into inservice education, by any stretch of the imagination or by the data which I get my hands on (which are three studies at the present time) less than one percent, far less than one percent, of the school district's budget goes into inservice education or staff development. What's more, if you look at a school district you'll find that there is very little time available for, let alone time devoted to, inservice education. There just isn't enough time. (Three superintendents' days a year probably isn't enough.) If you look at, and many people have, (some of graduate students have), what the contracts say about inservice, they usually talk about it in terms of wages and working conditions; rarely in terms of curriculum, content or substance, let alone format. And if you look further, which I have had the opportunity to do of late, at Boards of Education (those people who ultimately must make decisions about what happens in a school district) you find a tremendous sensitivity to inservice education, particularly if they can couch it in or it is couched in the context of taking resources away from programs for children. It is hard not to do that when you're talking about devoting resources to inservice education. For that reason, I don't see in the near future school districts becoming a major institutional home for inservice education.

When we look to institutions of higher education you find things are probably worse, rather than better. Not only have we not seen in higher education inservice education as a place to spend money, we have seen it as a place to generate money. That's the history of inservice education, couched in that vast wasteland I call the master's degree in education--something we're all familiar with. That's where for two years you go at 4:30 p.m. to No Name Junior High School, promise to spend one six-hour

summer on campus and at the end you get a master's degree and permanent certification. I do not blame any participant for that travesty, but rather it's a program that needs careful examination by the people at the university. Not only that, in the university we're linked to credit hours which I'm sure you are well aware of. It is archaic, but in fact it's the only currency of exchange we have right now. We have been very uncreative in developing new ways to generate resources once you leave the credit hour, or FTE, or whatever term you want to use to describe that phenomenon. Also, if you're brutally honest and walk around the campus in a school of education and talk to faculty, you are going to find a limited, probably quite powerful, but a limited group of people who are public school oriented; that is, within the faculties of schools of education many people probably don't have anything to offer in inservice education anyhow, and I think we must keep that in mind. Finally schools of education, unlike some of our other professional schools on campus, have never been able to find their identity. Instead, when they started to form and develop in the 1920's, they adopted a liberal arts mode of operation, and when you do that your reward system gets twisted and doesn't reflect types of activities that are valuable and important in a professional school, service to our colleagues in the field. That's history which we have to live with too!

I don't view teacher organizations as institutions so I don't think they are appropriate places to look for a base for inservice education. Likewise I don't view state education departments as anywhere near the front line so I don't think they are an appropriate place to look for bases for inservice education, either. My analysis right now is that we don't have a home for inservice education and I think that lack of home has done more to slow us down in our program development than any other single factor.

When you start looking at the political/financial status of inservice, you will find a similar problem and the two are linked because for the most part the political base of education is related to the allocation of resources. So I have blocked them together at least for purposes of our talk tonight. There was a period about three, four, or five years ago when I thought "the waif" was going to be adopted. I really did, for we had Teacher Centers being funded by the Federal Government, we had Teacher Corps with its long history, we had a lot of states proposing to put a lot of money into inservice education (a few of them really did put the money in, not very much, but somehow that has dwindled very rapidly). You can talk to some of the people in Teacher Corps and Teacher Centers here at this meeting who understand more about that phenomenon later if you want. But it appears that the support for "the waif" simply wasn't enough to make it attractive and that fight for ownership, those persons who wanted to adopt that "orphan" three and four and five years ago, seem less interested in adopting it today. My submission

then, and I think it is important for us as we plan inservice, is that inservice education is still and will continue to be a "waif" in the forseeable future.

Part II The Importance of Realistic Planning

Part II I call "The Importance of Realistic Planning," and "Waifs Get Wet when it Rains." Although being part of an institution has liabilities it also has very important benefits. Most of these benefits, I contend, are not available to those who want to plan for inservice education. It is crucial to consider the lack of those benefits in the planning process.

The first of the list of the list of attributes is security. I define security as, "a reasonable expectation of survival from year to year." If you would like clarification of that statement, ask the directors of the Teacher Centers, ask the directors of the Teacher Corps, and you will understand what happens when you don't have security. You just survive from year to year. If you're part of an institution, survival is more assured.

The second attribute of the institution that we don't have the benefit of in inservice education is a foundation of fiscal support. Fiscal support need not be big, at least I don't think it need be (certainly not as large as athletic and transportation budgets). But, it needs be constant and it needs to be dependable. That's probably the reason why you don't see people plan four year inservice programs, because they can't count on the fiscal support from year to year.

Another reason, or another attribute of the institution that we don't have the benefit of, is a mission. Now I don't mean that people in inservice education, no matter what phase, don't have their own professional and personal missions as laudable and as honorable as they are. What we don't have is the relationship to, and the benefit of being part of an overall institutional mission. Read district goals if you want to see for yourself. The analysis is the same. You won't read very much about the importance of the continuing development of professional educators in district goals. Program productivity is not enough. We have demonstrated that in several programs. We have demonstrated that in non-funded programs, we have demonstrated that in Teacher Centers, and we have demonstrated that in Teacher Corps. We have data that there have been a lot of very very productive inservice programs. That is not enough, however, if you are not part of the institutional mission, and if you are not reflected in the institutional goals, or if you're not part of the institution. That is one of the liabilities we have to live with.

The last one which I call the institutional "infrastructure" is another benefit that we don't have access to. What I mean by that is we don't have available to us the human and material

resources that are regular support systems of institutions, such as school districts and universities. As program developers, do you even wonder why the audio-visual department gets free xeroxing and you have to pay for yours or borrow a machine? That's because we don't have access to the infrastructure. There is also a kind of corollary to that which says if you get federal money for anything, you don't have to use a penny of your own money for the program. That's historical and it transcends all institutions that I'm aware of.

Now it's true that being outside of the structure has advantages. We have enjoyed those. We can avoid red tape, we can avoid bureaucratic delays to get things done, we can avoid formal communication systems, and can act quickly on issues as well as a lot of things. But on balance I think that inservice is worse off for not being part of an institution, and I wish we were.

Therefore, in terms of planning, I think certain things must be kept in mind. A lot of our planning is going to be tentative, probably one year or less in duration. It is going to be tough to plan for two, three, and four year programs. Second, we are going to have to be very sensitive, hypersensitive, to the institutions and their missions because they are going to watch us more closely. They always do. Third, our support is going to be based on hand-to-mouth, day-to-day support. It's draining, but what's new if you're in inservice education? We have been doing that for years. Finally, we are going to have to be almost totally self-contained in our program efforts, or at least be prepared to be totally self-contained. That is why we buy equipment and duplicate equipment that's already available.

Part III The Numerous Source of Needs for Inservice Education

I call Part III, "The Numerous Source of Needs for Inservice Education," or "The Waif Has Many Bosses." I think that this is very important for us. There are probably innumerable sources of needs for inservice education and they are all legitimate. I will keep focusing on that point. It is hard to come up with a source of need that is not legitimate, although the need itself may be pretty dumb sometimes. But needs are all different, they are all filtered through different world views, and they all have different meaning. I think that is the important aspect. I would like to just tick off what I think to be some of the major sources of needs and some of the implications for the differences. First, of course, is children; their school behavior is probably the basic source of inservice needs. I think most of us know that. Those who are close to classrooms know it better than those who are far away from classrooms.

Second, after children come classroom teachers. In a sense, they are probably our most important source of needs because they must interpret the needs from a variety of different sources and

make sense out of them. It is to these people that needs must appear credible if they are going to be addressed. I think the point of making needs credible to those you expect to become involved in programs is crucial and can't be overlooked. Beyond teachers we get needs from principals and other administrators. Like teachers in some ways, they're on a front-line basis, but they must put the needs in the context of a basic organizational unit of education which is the school building. Their filtering mechanism, their perspective, their world view, is a little different. It's a little broader.

After principals and line administrators we go to superintendents. Their scope is even broader. The organizational picture for a superintendent is much more complex, the political issues are much more important and they often relate to the superintendent's livelihood. They probably tend to focus on broad, rather than specific, needs. By the way, in our research on Teacher Centers, when we started looking at what came out of Teacher Center programs (which is probably as good a reflection of teacher-perceived needs as you can get) we found that teacher-expressed needs really don't differ in substance from the needs that other people have expressed for a long long time including superintendents. You also have boards of education who have legitimate needs. They view themselves as being responsible to the community. They are looking for benefit to their mission and they see their mission as the instruction of children. They are often quite narrow in perspective when it comes to looking at what's important and what's not. They have a history of viewing teachers as providing service to a district, not receiving service from a district, and that's sometimes a very very difficult problem. Because of that, it has been my experience that boards will often appear skeptical and will appear to focus on dollars and cents, which perhaps is their role.

Finally, you have a source of needs coming from the State. You can talk about the Governor or the Legislature or the Regents, but it comes down to the good old State Education Department. They are the ones we deal with typically on a day-to-day level. Their perception of need tends to be very broad. They often fail to see what I consider to be important details in needs. They tend to focus on needs at a very abstract level and tend to view the addressing of needs within the context of their regulatory or monitoring function, which at times can be irritating. However, we must remember that the State has the legal responsibility for education--we can't deny it and they can't ignore it.

Now all of that is interesting, I think. All the need sources are legitimate, but the key is the different perspectives which they have--the different way that people look at things. I think the major point of Part III is that if inservice is viewed, or one wants it to be viewed, as becoming a real part of the institution, whatever that is, then all of these different views must be considered valid and must be accommodated. We call that the political process. Some people call it "collaboration." I think that is a good word too. I think it characterizes education in America

since the mid-nineteenth century and I happen to think that it is basic to an open and free democratic society. So I don't think it's bad at all. End of Part III, starting Part IV.

Part IV The Necessary Actors in Planning Inservice

Part IV is what I call, "The Necessary Actors in Planning Inservice," or "Waifs Too Must Be Selected." Whereas providing needs can be almost gratuitous, easy to do (you can do it in a bar over a cocktail) planning is really work. It is labor-intensive, it is time-consuming, it is skill-demanding. The planning for inservice is not the place for amateurs; it is not the place for part-timers; and it is not the place for dilettantes. Therefore, not all of the actors who provide needs can be expected to or should be involved in the planning process. As a matter of fact I have a rather short list. I have a number one actor, a primary actor in the planning process, and it is what I call the inservice "program developer." This might be called, "Confessions of a Teacher Educator," but it seems to me only sensible that if there is going to be only one person, in the planning process it has got to be the person who is going to do the work, the person who is going to deliver on whatever plan is put together. It is a professional role in its own right and it is crying to be recognized as such.

There are other actors as well. Other actors are needed for feedback, for reflection, for support, for ideas, for credibility--they are very important, but they don't do the work. Their involvement is crucial. For that list, I have two. These other actors are teachers and administrators. With that my list ends. I don't think there need be or should be more people in the planning process.

Part V

Part V, I could really goof you up and tell you this is the 35-minute part, but I won't. Part V is what I call, "The Results of the Planning Process," or "Even the Waif Succeeds." I can't give you a blueprint for what a plan would look like. I don't think a blueprint exists or, conversely, maybe a lot of blueprints exist, and I haven't selected one. But I can give you some hints and some ideas. I would like first of all to tell you some things that inservice plans probably don't look like. We may have some trouble here, but I don't think that inservice plans should look like a complex system which addresses the long-range goals of institutions. Remember that context we were talking about a few minutes ago? We plan day-to-day and week-to-week and a year is good? I think we should plan addressing more immediate goals, those that we think we can achieve and those that we can demonstrate some credibility with. I don't think an inservice plan should be designed to raise competency test scores, SAT scores,

SRA scores, PEP scores, or basketball scores. If you want that, design programs for kids. But teachers don't take those tests, children do. I don't think an inservice plan should be one that reflects the sentiments of 4,328 teachers, 271 administrators, 46 professors, and 13 SED officials, as well as the entire Board of Education. The facts of the matter are that 90% of these people don't care what's in the plan. And finally, I don't think that it should be a plan that promises success facing significant social issues such as vandalism, truancy, psychological disabilities, drugs or school dropouts. That's not the role of the school, that's not the role of inservice education. Just possibly however you might have some of the following characteristics in your inservice plan.

Inservice plans must be directly related to what is happening in classrooms and to children, which to me is the bedrock element that must be included in any inservice plan. It must be viewed by teachers as credible, and that means potentially helpful when it comes to dealing with children in classrooms. It must be quite specific as to the human, the material, and the fiscal resources that will be necessary to achieve it. It hopefully will promise only what it can deliver. Example--you can't teach the classroom application of Piaget in a three-hour workshop. And if you really want to get esoteric in your planning you might have in your in-service program, classroom participation in teaching, classroom follow-up, opportunity for the practice of skills, coaching from colleagues, and non-threatening feedback. We don't see enough of that in inservice.

My point is, for the time being I think that inservice is growing. We are trying to gain credibility, and we are trying to get acceptance across a wide range of fronts. At this point in time, from my perspective we are not really part of anything. So a funny part of my message, and the one that I would like to leave you with, is that in a most productive way, in the best sense of the word, I think we have to think small. That's the end of Part V and if I'm going to be consistent with my pledge to you at the beginning, that's the end of my speech. Thanks.

Saturday, December 5, 1981
9:00 - 10:30 a.m.

COLLABORATION FOR INSERVICE EDUCATION

Presentation

Jerry Cicchelli, Superintendent
Mahopac Central School District

Session Manager

Jane Chitty, Director
Northern Westchester/Putnam Teacher Center

Clinic Leaders

1) Marion Iwinski, Director
Buffalo Area Teacher Center

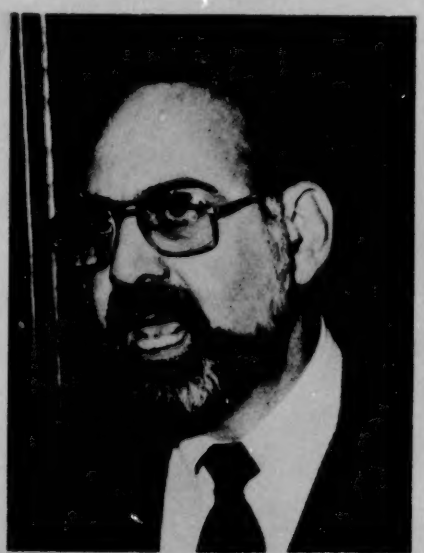
2) Sandra Bliss, Member
Teacher Education, Certification and Practice Board
and Teacher, Frankfort/Schuyler Central Schools

3) Doris Fromberg, Director
Hofstra University Teacher Corps

4) Adele Wenz, Director
White Plains Staff Development Center

5) Marilyn Pesetzky, Assistant Coordinator
Northern Westchester/Putnam Teacher Center

6) Kenneth Tewel, Deputy Executive Director
Instruction, New York City Board of Education



COLLABORATION FOR INSERVICE EDUCATION

Presenter: Jerry Cicchelli, Superintendent
Mahopac Central School District

Last night Sam Yarger prefaced his comments by indicating that he had five different parts to his presentation. He indicated they were possibly not related and he was going to alert you when he ended each part and when he began a new part. I will not do that. However, I will say that there are different parts to my discussion and I hope you can see how the parts come together. I happen to think they do. I also happen to think, in looking over the entire program for this conference, that the notion, topic and concept of collaboration is probably where it's all at. I believe you are not going to have anything change unless you collaborate, unless you come to the recognition that collaboration is the vehicle by which anything, whether it be inservice or staff development, is going to happen in today's society, certainly in today's school districts.

In thinking about my comments for today, I spent a great deal of time trying to put together what I felt might be of value to people like ourselves regarding the topic of inservice and collaboration. I came to the conclusion that many of the things that need to be done are probably known by a good many people in this audience and in our profession. The problem, I think, is that there just aren't enough people who have the courage and determination to pull it off. In many respects we could paraphrase the modern day philosopher, Woody Allen, that 97% of teaching is just showing up. Maybe that's the whole problem in bringing about inservice.

I would also like to state that when I make reference to teachers I am referring to all parties in the profession: teachers, administrators, board members. If I sound a bit negative I am really trying to be descriptive of my colleagues: administrators, teachers, board members, etc. I really feel that we're all in it together. No one can really blame just one component of the educational establishement. Also, there are certainly no recipes that can be offered. I don't propose to do that, and if you think that someone should come up and tell you exactly how to collaborate in terms of a recipe, you're not going to get that!

I happen to believe that collaboration in itself is a very creative kind of social innovation, and that it is something that you have to come to grips with in your own way. So then what am I going to do here? That's a good question. I hope really to help identify and describe certain kinds of truths and axioms which we know about ourselves and our profession that may be put together in some common understanding that could lead to meaningful, worthwhile inservice through a collaborative effort. If I can do that, I think I've done something. Also, if I could help you identify

those things that you already know about and make you feel that they are worthwhile and meaningful, I will feel that I have accomplished something.

I'd like, however, at this point to share a personal experience that I've had regarding collaboration, (and it goes back to being called a collaborator). Several years ago during a negotiating session, (we had just caucused to review a proposal about a structure for collaborating), I was feeling very, very insecure about being called a collaborator. During those wee hours of negotiating when you're supposedly getting into heavy discussions, when really you're talking about tomato plants and other kinds of things, I was trying to understand what my problem was about being called a collaborator. I just couldn't understand my discomfort with it. I was obviously concerned about (God forbid my Board of Education starts identifying me as a collaborator) the connotation of collaborator. All of a sudden it dawned on me. My recollection of a collaborator first of all went back to World War II, and it generally was a French woman who made it with a Nazi soldier. And to boot what usually happened was they had their heads shaved somewhere along the line so that there was a lasting symbol to others of what happens to collaborators. As silly as it may seem, you might think about collaboration in terms of all of our notions of getting involved in situations like this and being identified as a collaborator, because in some settings that is probably the worst thing that could happen to you. I guess I laughed at the revelation, but it also made me think that probably for a good number of people in the post-40 age group and those precocious others, that they may have similar recollections and notions. It has significance! When you think about it and get into intense working relationships, a lot of things come out that cause you to ask questions about yourself. They can interfere with what you're trying to do. Something to think about.

Now, there's another thing that is happening to me. I am very much into technology and trying to get very knowledgeable about technology and its impact on education. I've come to the thought that, in a sense, collaboration can qualify as having its own technology. Defining technology as a technical method of achieving a purpose certainly qualifies the notion. If collaboration is conceived as accomplishing a certain purpose through a systematic set of skills and approaches -why not?!

I think the description is important because it demonstrates the need to prepare, organize, deliberate and be serious about collaboration if you are interested in the approach.

Obviously, we are talking about a social technology, using a variety of social tools or skills. We must also be aware of the series of behaviors that have to be systematically generated to get a particular outcome. Part of the understanding is that if certain things aren't done - don't expect the particular outcome.

The technology of collaboration requires a certain kind of dedication and devotion projected through a "stick-to-it-iveness" for it to be successful. It requires a strong degree of social and interpersonal discipline.

If one views the whole field of staff development and inservice as a purpose, then the technology of collaboration should be viewed as the process of bringing it all about. But first it requires asking yourself, "What for?" Why collaboration? Why inservice?" As fundamental as those questions are, I think they still have to be reexamined before you can really talk about some realistic commitment.

Enough with the necessary warm-ups of the topic - let's get into the meat of the subject.

Since I feel that collaboration is a heavy topic that leads to a degree of frustration early on and has its share of many casualties, I think a good place to start the discussion is to ask the question, "What for?" Why collaborate and why collaborate for inservice?

A single question that doesn't qualify for a single answer - sorry! I guess it gets back to what I said earlier about how many of you really want to be bothered, because we're really not talking about something that comes easily. You really have to ask, "Do you want to be bothered?" Maybe my thoughts today will help you with the question.

Quite seriously, things are different in 1981 than they were in the past. I am sure all of you who have gone through your Superintendent's Conference Days or your first day of school opening know that they always start out by saying, "Things have changed," or, "We've got to get with it," etc. For the last 25 years I have either said that or heard it. But I happen to think that the 80's are really different. There is a different educational ball game occurring. It is more than just the ten-year-old who has changed (who today looks like Farrah Fawcett and not like Margaret O'Brien). Our clients have changed a great deal. There are a lot of other changes which have been prompted by enrollment decline, by the demands for equal educational opportunities, by the appropriateness of school programs, by the complexity of education and the increase in the expense of education.

Let's start with inservice. Please spend a few moments thinking about ourselves - our profession - our schools - our communities - please don't leave the room for the bar! Let's continue thinking.

Someone like Woody Allen would say that education is at a crossroads - one path leading to pessimism and utter despair and the other - total extinction. Wonderful choices. But in our wonderful world of education, we discover that we have three paths at our crossroads - the third being change. If we take that path, we could come out of this whole period better than ever.

Let's get back to thinking again - this time about change.

Certainly the attacks on education have never been so severe and unfortunately sometimes the attacks are on target. There is the whole problem of deployment of staff and managing staff. We hear about schools literally closing in Ohio, Illinois and Oregon, and such occurrences are very different kinds of happenings for us. There is no question about it; there is something going on today that has not happened in the past. The situation is pretty severe and does require some type of change in our own behavior and in the way we look at our problems. Probably we are at fault. We have created a more literate public, and I guess that literate public is ready to move on to the next level. We have to be sure that we're ready for that next level. We have to get ourselves to decide what the next level is. The kinds of things that passed in previous years which were basically a kind of mythology which we created about how we do our thing in the classroom don't work any more.

So we have to look at other things. We no longer can say that nursery schools have had no impact on the five-year-old. We can't simply say as primary teachers that retention will take care of all of the problems that a youngster has. There are more things that require a degree of expertise which we will have to develop to get us over this hurdle. We also must admit that for too many years we have been a "maintenance" profession, that we have always waited for our marching orders, which we always complained about, but were never prepared to stand up and become our own drummer.

In a sense, we're trying to change through inservice. I hope we're trying to change. If you will, recall the past and what we have set up as inservice work. We just went ahead and did it. We never really examined what was valuable or what we really tried to do. I don't think that the way we have performed and functioned in the past will work in the last two decades of this century. Our needs require a great deal of addressing through collaborative in-service. Also, we have never valued research as an inservice tool because we never intellectualized or conceptualized our work and our problems. Obviously, I think that inservice has to be looked at differently and reconceived.

I also see inservice as the political wave sweeping our country in all fields. Fueled by productivity claims in the new federalism of Washington, all occupations and professions are being chided for not keeping up, getting fat - not being productive.

I'll leave the inservice need to the I.S.T.E. people to further develop but what I just said seems to be the crux of it all. By the way - there is nothing to argue against when talking about in-service except delivery systems and needs assessment tools.

Now we are back to collaboration as a delivery system and data gathering technique.

If we come to think about the complexity of systems impacting on delivering inservice, the permutations get staggering. From what

has to be delivered, to who it goes to, and in what format and sequence, the questions clearly outnumber the answers. Collaboration as a device to bring parties together could get at those answers quickly and efficiently - but not easily.

If we need success stories to assure us of this process, I refer you to existing coalitions at state, federal and regional levels in education. Certainly in our state the coalition to stop tuition tax credits is noteworthy.

What about teacher centers as models for collaboration? They have worked extremely well, given the short time of their existence. They have begun to move us on a new level of maturity as a profession by having teachers, administrators, and higher education personnel work together to help benefit the teacher in the classroom.

What I am really concerned about is that if we don't get into collaborative arrangements at this time, there are going to be collaborations developed without us, and these collaborations are going to be making decisions about our profession which we're not going to have much to do with. I think the time has come for us to be very active, not just to put in our "two cents" worth, but to remind everyone that it's our profession they are talking about. Enough about the need for collaborating!

I would like us to now shift to the question of who should be collaborating and how it should be done - but first a quick story to illustrate a point.

In the 1960 Congo, a new nation was being born that called for the time honored process of elections. The process of democratic elections was to bridge the gap of converting stone-age people to 20th century western elections in one quick pull of the lever. To accomplish the feat, election booths were erected and people were ushered into the booths. In a Newsweek story reporting the events it seems that in one case a prospective citizen exercising his franchise did not come out of the booth for a long time. When discovered, the curtain was pulled and there he stood naked. When questioned about his actions, he claimed he was waiting for the water to take his shower.

My point - in thinking about collaborative models - quick fixes are not the answer or borrowed models from other situations are not the answer. Please take the time to develop your own - otherwise you might be taken to the showers.

Remember - problem solving models should come from the problem - collaboration should evolve from purpose of getting together.

Basically, the important thing we have to do in getting into a successful collaborative arrangement, is to be very aware of what we

are going to focus our attention on: what the task is, and what the expected outcomes are. That in itself is a huge problem for those of us in education. We tend not to be so disciplined. We must rid ourselves of the medieval church syndrome. We fix everything! We'll take you at birth; we'll take care of every single problem! Reading? No problem. Math? No problem. Drugs? Give it to us, we'll take care of it. Vandalism? Well, maybe. Bathroom problems? We want to do everything, and it is going to get to the point where we are going to have to say, "Hey, we can't do that," or "We're going to put our efforts on this and that's where we're going to put our time!" We have to start to discipline ourselves over what we want to manage. We have over the years been told in so many different ways the importance of always meeting needs. We're always meeting needs whether it's an individualized need, the talented and gifted, handicapped, learning disabilities, deprived, or whatever. We're all over the place. What is central is sitting down, getting into collaborative arrangements and asking ourselves, "What are we really going to work on?" Hopefully we're going to be working on something that we feel we are going to be able to accomplish.

In setting up for the participants in a collaborative model, you should be cautioned about putting dissimilar types together. Sometimes we may have the orientation that a good mix is healthy. In the beginning, it will be difficult enough to work with people who have like minds. Don't make it more difficult for yourself initially.

I think a series of readings, followed by a number of discussions would be appropriate. You become involved with a variety of behaviors that take on new meanings in collaborative structures. Words like parity, power, trust, honesty and sharing are good words describing real behaviors that play important roles in collaborative group structures. Prepping through group discussions is a good way to prepare yourself in this area. Some good old-fashioned homework and discussion could prove invaluable before you start getting into the meat of things.

All this brings me to another reality and that is the skill level of people working in this way. Working in a group in an intense way draws upon skills you may or may not have. Certainly, being aware of parity and power thrusts are important, but communicating within a group becomes paramount.

I caution you about this because we are all products of our bureaucracy and may have problems functioning differently. Certainly collaboration calls for differences.

In getting started, we have to look at collaborative structures which are very flexible. They must fit situations and the skill levels of the participants, and they have to be centered around those situations that are of help to us. Don't try to build an elaborate structure for the sake of structure. Start out with the problem and then think about who could help solve the problem. Always be aware that the purpose of collaboration is to satisfy mutual need. Don't think be-

cause we are educators that everything should center around our needs. If you are going to include non-educators in your collaboration, you have to realize that they have needs for being there which must be met.

Successful relationships depend upon mutual satisfaction. People in a relationship have to be satisfied, whether it's two people, three people or more; satisfaction is what is going to maintain the relationship. That's what is going to make the relationship worthwhile.

We should also make sure that collaborations focus on a knowledge base which really reflects the culture of our schools. We all know how schools operate. We all know how teachers think, how administrators think. That knowledge is valuable. Don't think everybody knows it. Just because we are in schools daily and it's second nature to us, don't think everybody knows it. That is valuable information, and it's information that should be used.

We have to be very honest with ourselves and reject all of those myths that we tend to use when we are not clear about describing situations. That, I think, is very important. It comes back to us as people; and it comes back to us as professionals. It's something that only we know. But certainly for inservice, or collaboration for inservice, we must rely upon that knowledge.

I think it is important to say something about collective bargaining as a means of institutionalizing collaborative arrangements in schools. First of all, collaboration speaks to a voluntary enjoinment of people for a common cause. Something that comes through a contract plays havoc with the words parity and power, as connoted in collaborative models.

The bad feelings that could be evoked in the process of "contractualizing" could last beyond the negotiating stage and into the "working out" time.

I, however, have had a couple of situations where I have literally structured that kind of situation because I was interested in developing a vehicle which could bring about rational change in a school district. I was willing to play around with the parity variable to do that. It was a high risk situation that could have a lot of problems for a Superintendent of Schools. Let's be honest. Teachers have tenure, superintendents have paranoia! You have to be aware of those kinds of things. I think you really don't have to waste your time at the bargaining table in order to get collaborative arrangements going. You should start them at a level where they are least threatening to all people. Although, let's be honest. In any kind of collaborative arrangement, I would have to ask you, "Can teachers handle the implications in the teachers' room? Can principals handle being involved in collaborative arrangements with their superintendents? Can superintendents handle getting into collaborative arrangements

with their boards of education, and can boards of education handle getting into collaborative arrangements with their staff members and with the community?" Because we're all caught up in this whole business of power, power, power, it raises a lot of problems for us. I think, though, that collaboration has to be attempted and used to show its effectiveness.

The question of participants is interesting, (again going back to the whole need for flexibility). You can go from teacher-teacher arrangements to a much more sophisticated arrangement of teachers, organized teachers, administrators, boards of higher education, etc.- when skills are appropriate or when the situation warrants. Participants should be carefully selected to insure their interest, skill and how well they are seen as representatives of their constituencies. Participants in collaborative models must be made aware that they can't deliver only what is good for their constituents. They must come to realize that compromise means most people are left with something they want and something they don't want.

Representatives without personal courage and integrity are disasters in collaborations. They fault the group for their failures and could create more serious problems of communication. First and foremost, participants must be able to deliver ideas, time and influence to solving a problem.

In collaborations for inservice, teachers must deliver the needs of teachers from the classroom, in addition to actually delivering teachers for the "therapy." That's work and commitment! Administrators must deliver openness and freedom of alternatives in planning programs of inservice. In addition, they must release resources to be used in the process.

Unions must deliver resources and teachers committed to the process in a non-evaluative manner. In addition, they must sit down and plan with school officials the needs being resolved.

And then there is higher education! To me, higher education is the key to a lot of what must happen to inservice. Higher education must deliver the knowledge base talked about earlier. No romanticizing of the profession, but the data - where available.

We in the field must re-channel our thinking about higher education by becoming less of a passive recipient of the process of education to an active "decider" of what needs to be developed and explored.

I believe that in this mode Teacher Centers stand out and have carved new paths for us. Good effective Centers are doing this. Good Centers have established the collaborative dialogue with higher education to develop and deliver high quality - yet applicable - graduate work. We have already done this but more has to be accomplished in this area. Field-based university work is really just beginning in America. As the universities become tooled up for this and as they legitimate its practicality, a whole new era of inservice will flourish.

Last night you heard Sam Yarger talk about the mythical master's of education. We have done that. We have done it by our failure to expect, demand and ask for certain things in the initial and post-professional training. That is going to change and certainly will be affected in a collaborative arrangement with higher education. If you think we have criticism about higher education, have you ever thought of asking a higher education person their opinions about teachers and their expectations? Certainly what could happen with higher education, what should happen, is a kind of valid contribution that would have more credibility than what we are doing. There should be more comprehensiveness. Course content should be directly related to what's going on in the classroom. There should be a lot more classroom interaction, and I hope some day we will see the teacher as a kind of action researcher, a teacher who will have the skills and the interest to conduct his/her own research in the classroom, a teacher with skills to set up instruction in the form of a research model. Then we could really raise our heads and say we have made it as a profession.

One last comment about participants in the collaborative inservice model. TEACHERS! One should be cautioned that teachers entering into a collaborative model for inservice will have their hands full. Fortunately or unfortunately, they will find themselves involved with many other people who all have ideas about what needs to be done. No one is just going to sit back and listen to teacher!

This new stage for teachers to perform is not before a captive audience of passive learners. Teachers in this arena will be managing themselves and be called upon to aggressively assert their positions. It's a tough position to be in but exciting and offers a great growth experience for personal and professional reasons.

Teachers must always remember that the object is to improve their instruction in the classroom. That focus must be maintained in all discussions. Only teachers can really tell about that focus.

In conclusion, there are opportunities through collaboration to grow personally and obviously professionally, but it requires taking chances. It requires work. It requires taking risks. It requires the ability to really believe in what you are doing and to feel the whole thing was worth the trouble and the aggravation. What you basically come away with is a sense of accomplishment and pride for yourself as a person and professional.

Thank you.

Saturday, December 5, 1981
11:00 - 12:30 p.m.

CONDUCTING EFFECTIVE NEEDS ASSESSMENTS

Presentation

Patricia M. Kay, Member
Teacher Education, Certification and Practice Board
and Professor of Education, Baruch College

Session Manager

Ted Huntington, Member
Teacher Education, Certification and Practice Board
and District Superintendent of Schools, Washington-Warren-Hamilton-Essex Counties

Clinic Leaders

1) Ann Fitzpatrick, Director
NYSUT/Hofstra Teacher Center

2) Sandra Bliss, Member
Teacher Education, Certification and Practice Board
and Teacher, Frankfort/Schuyler Central School

3) Dianne Juestock, Policy Board Chairperson
Buffalo Area Teacher Center

4) John Formanek, Assistant Director
Queens College Teacher Corps Project

5) Miriam Acosta-Sing, Director
City College Teacher Corps Program

6) Ann Spindel, Director
Teacher Center of Ardsley, Greenburgh and Elmsford

CONDUCTING EFFECTIVE NEEDS ASSESSMENTS

Presenter: Patricia M. Kay, Member
Teacher Education, Certification and Practice Board
and
Professor of Education, Baruch College

I'm going to begin in a little different way today. I'm going to tell you a story. It's a story that may be familiar to you but listen carefully please because it has some new kinds of twists to it.

Once upon a time there were three little pigs who had to deal with that notorious huffing and puffing character, the big bad wolf. The first little pig was a sunny, carefree, happy little fellow. He was totally uncomprehending of the dangers that he had to face. He went about building his house in the traditional way. It was of straw, as you may recall.

The second little pig was a little bit smarter. He saw for himself what the problem was. He decided that what he needed was a house that would withstand winds that far exceeded the velocity of the strongest huffing and puffing that had ever been recorded for a wolf. This thorough little pig contracted with a very prestigous agency and had a large wind tunnel built. Then he went to some architects and some local pig house builders and he had a number of houses tested, different designs, different materials, and so forth, to find out which would withstand the strongest huffing and puffing. In the end, he built a brick house that would withstand five times the maximum huffing and puffing that had ever been recorded for a single wolf. Now, he spent an enormous sum, something in the area of twelve million corncobs I am told, but he felt that it was well worth it.

The third little pig looked at what the other two were doing. He was pretty dismayed by what the first little pig did. That was a very unrealistic approach. He was captivated by what the second little pig did, saw that it was very expensive but saw that it was probably a very worthwhile approach. However, he was very uncomfortable with the way in which the second pig worked, particularly when he found out that in the planning stages of the second pig's wolf-proof house, the second little pig had not consulted with friendly wolves. To satisfy his desire for another opinion he brought together representatives from a variety of constituencies who had to deal with wolves, including a couple of friendly huffers and puffers. Together they designed a process that included considerable interviewing of pigs, pig house builders and expert wolf fenders. They had surveys done, analyzed the relevant data, and explored various alternatives and their possible side effects. When this was concluded the third little pig decided to build a house that was a modest brick pig house with some necessary but unusual landscaping. His whole process, from conceptualizing

the problem, systematically determining needs, and building the house cost about sixty-five thousand corncobs. Now, I understand that that's substantially more than your average pig house costs but it certainly was a lot less than the house of the second little pig.

Ultimately, the day came when the big bad wolf approached the three pigs' houses. Immediately upon seeing them, the wolf decided that what he needed (actually what he wanted) was a pig dinner. We all recall the sad fate of the first little pig. He became the first course in the wolf's dinner. The wolf then wanted a bit of dessert. So he approached the second pig's house and uttered his usual warning that had to do something with huffing and puffing. And of course the confident second little pig rejected that warning completely. The wolf, being nobody's fool, knew that huffing and puffing wasn't going to get any place with that house, so he walked up to the house, drew out his handy sledgehammer, knocked down the door, and gobbled up the second little pig. He was still kind of hungry for more pig dessert so he ambled up the walk to the other brick house. Suddenly, a trap door in front of the house opened, the wolf dropped neatly into a deep dark pit, and was never heard from again.

I owe that story to some folks out in the National Inservice Network out in Indiana University.[1] But I think it has a number of morals for us here today. Here are some of them. First of all, as the first little pig demonstrated, the tried isn't always true. Secondly, as the second little pig demonstrated, the most expensive solution to a problem is not necessarily the best. But as the whole story illustrates, before you invest lots of time and money and energy in meeting a need, you better be sure that the need, as you've defined it, actually exists.

In today's economic climate, not only should we be sure that the needs that we're going to address in inservice education actually exist, we can be sure that we'll be called upon to demonstrate that they exist. It's not a little paradoxical that at a time when the education community has come to be really excited about inservice, and has begun to find different ways of addressing it, that the funds are getting scarcer and scarcer to support it. It's now more important that ever to publicly make the case that the needs that are being addressed in inservice programs are real and important, that they are worth spending scarce resources on. Good needs assessment, as part of the good planning process, cannot only make it more likely that we can obtain those scarce resources, but also can help to win the support of state and local decision makers, school administrators, teaching and support staff and the community in general.

Now how can we go about conducting a needs assessment that will accurately define the objectives for inservice programs and

[1]Kuh, G.D., Hutson, H., Orbaugh, T. and Byers, K. Designing a Problem-Focused Needs Assessment, National Inservice Network, Indiana University, 1979

that will also win the support of all the constituencies? I think the first thing that we need to be very clear about is what a need is and what it is not. A good bit of the literature on needs assessment talks about a need as being a discrepancy between the ideal and the real, as between where we want to be or ought to be and where we are. This conception of need implies a rather straigtforward process for needs assessment. You simply identify goals, find out where you are in relation to them, and take that difference as being the objective of your inservice program. But there's a problem with this conception of need and it's a very serious problem. It's illustrated by the wolf in the story. He needed a pig dinner. Actually, he didn't need a pig dinner, he did want a pig dinner. Any number of other meals would have satisfied his nutritional requirements and kept his body functioning adequately, and it might have been that he didn't need a meal at all at that time.

Whenever folks are asked to identify goals or ideal states, they have a very strong tendency to identify what they want, rather than what they need. And perhaps that most extreme case I've heard about where this has happened in inservice occured a couple of years ago in one of the districts in our State. The needs assessment data indicated that one of the strongest needs was for a course in belly dancing. Now it was very obvious that that was a want and not a need. This happened in one of the Teacher Centers which will go nameless right now. But it was obvious that it was a want and not a need, and the policy board in that Teacher Center didn't address that want. But supposing that data, that was collected in that way, had indicated that the strongest need was for a course in management techniques for open classrooms. How would the policy board have known whether that was a want or a need? It's not obvious.

I think the solution to that question lies in whether or not the teachers who had open classrooms could function adequately with whatever management techniques they had, or whether they needed other management techniques to function adequately. This conception of a need is defined in a different way, then. It's not the discrepancy between the ideal and the real but is something without which a person, or a group, or a school, cannot function adequately. If we adopt this conception of a need, then that emphasizes the importance of the identified needs. It helps to assure that attention is drawn to them, it gives a good bit of guidance to the kind of information that needs to be gathered in needs assessment strategies, and finally, it in no way restricts the kinds of needs that we want to address in inservice programs.

I think it may be helpful to stop for a minute and look at the kinds of needs that are legitimate needs in the inservice programs. There are different kinds. For example, some inservice programs may be needed simply to maintain current levels of performance! Particularly with elementary teachers. That's a job where you can burn out, very quickly. You run out of ideas, you run out of notions for materials, you need stimulation in order to maintain a current level of performance. That's a maintenance need. In order to im-

prove a level of performance you may need a different kind of a program, so there is a difference between a maintenance need and an incremental need. Inservice programs can also address either artificial needs or real needs, as in the case where teachers come together to address a problem, and then they leave that discussion feeling better because they know that the same problem is shared by a number of people. That's an artificial need that has been met in that case. What the real need is in that case is for the teachers to learn ways of coping with that problem, not just to feel better that other people share it.

Needs in inservice programs can be either slight or severe. Some teachers and some staff members may need more of a certain thing than others in order to get to the same place. Some needs may be short term needs, some may be long term, and they are quite different even though they sometimes look the same. For example, a teacher who is having difficulty maintaining order in the classroom may need some very quick, very easy, very useful strategies to simmer things down, just to keep moving, but those same strategies may not, in the long run, serve that teacher. It might be that the long run need as indicated in that situation, is for the teacher to know better the culture of the students and how to deal with them, or to know better some learning theories and how to apply them in the class room, and so forth.

Now, any of these kinds of needs can legitimately be the focus of inservice activities, but you really need to keep in mind that you have to know what kinds of needs you are addressing in a program. For example, artificial needs or short-term needs can be addressed in inservice programs if you can justify them. If they are the most pressing needs you are not going to be able to do very much else. Or if they are met in an effort to bring credibility to the program, to let people know that you can be very helpful or to bring people into the program, it's quite legitimate to meet those kinds of needs. But a program that addresses too many artificial or short-term needs would be looked at with considerable concern in a lot of quarters. I think that the real payoff in terms of the total effectiveness of an inservice program, as well as in both public and professional support for it, probably lies in meeting real rather than artificial, incremental rather than maintenance, and long-term rather than short-term needs.

Now finding out what needs exist and how they can be addressed is what needs assessment is, or is all about. If we use a conception of need as that thing or factor without which a person or group or school cannot adequately function, then needs assessment becomes a process of identifying and defining those things or factors. Some folks think that needs assessment is an instrument. I have been places where somebody said, "Will you look at my needs assessment," when what they mean is, "Will you look at this questionnaire I have developed as part of my needs assessment." Some people think that a needs assessment is a written report of the needs in a certain place, when actually that is a result of the needs assessment, not the needs assessment. Needs assessment has to be thought of not as the instrument or the result of using them, but as a process of

identifying and defining the problems. The second little pig had identified the problem; he didn't define it very well.

There is no prescription for needs assessment that will be applicable across every situation. It's a process that has to be undertaken and designed in every location within the context and the unique set of factors that are there with the resources at that location. So I'm not going to give you a prescription, but there are a couple of things that we can keep in mind as we do needs assessment which may be a little bit helpful.

First, (and I guess you're going to be tired of hearing this, I think I'm the third person to mention it, but I have to) let's address the question of who should do the needs assessment. There are two dimensions to this question and separate decisions generally need to be made about each one. First of all, the process of identifying and defining problems is not something that one person can do for a whole school district or even for a single school building if the school building holds more than one person. In defining a problem, any problem, it's desirable to get as many perspectives from as many different constitutencies as possible. A team approach that encourages multiple points of view will invariably bring about greater accuracy in problem definition. It will also result in a more realistic approach to ways of collecting information, and ultimately it will probably result in improved cooperation for the resulting inservice program.

The second dimension of the question of who should conduct a needs assessment has to do with the practice in many places of contracting out their needs assessment or letting a so-called expert do it. There are pros and cons to getting any consultation help with needs assessment, and I think that's something we need to be clear on. I don't think that anybody should ever contract out their needs assessment. First of all, members of a staff are much more likely to know their system better than any external consultant will. It's important that needs assessment be conducted with the full knowledge of all the factors in the situation including the political ones. Internal needs assessors are also more likely to have a strong commitment to the system that they are a part of than any external consultant would have. Because they already have established rapport within the system that they are assessing needs for, they may be able to get information more easily from the members of that system. On the other hand, however, external consultants may be relatively more objective. They may be able to add some fresh perspectives, they can sometimes add more credibility to the proceedings, and they may possess an expertise that is not available on the school staff. Sometimes a staff member is limited in his or her autonomy by the usual role that they play in the school. So if they are part of a needs assessment team they may not be able to do and accomplish the kinds of things that perhaps an external needs assessor could do. In the long run, whether or not you contract out or bring in some consultant help at all is probably going to depend on the monies that are available. But I think that the best needs assessment approach probably depends

very heavily on the internal team, combined with some specific functions of a consultant where that consultant's expertise is needed, and where it is clear from the very beginning of the process what the role of that consultant is in the needs assessment process.

The second point that I would like to make is closely related to the first and it is this: The atmosphere that is created for the process of needs assessment is certainly as important and probably more important than the decisions that are made about how to collect information. We really need to keep in mind that if we are talking about needs assessment as a process of identifying the rough spots, the problems, and so forth, in order to give folks the help that they need to function adequately, we're talking about pretty sensitive stuff. Needless to say, people just don't give you this information very easily. Information about the problems, the rough spots, will not be honestly given or reliably collected, if the purposes for collecting the data or the means by which it is to be collected, or the ways in which the information will be analyzed and used are kept secret. The entire process has to be characterized by clarity and publicness of means and ends, by frank discussion of alternatives and their possible side effects, by an openness and commitment to accepting and addressing the needs that are objectively identified, and by assurances and safeguards against the possibility of needs assessment data being used for one group's or one person's ulterior motives.

It is extremely important that a single political pressure group or a single powerful individual cannot be allowed to determine needs alone, or even be perceived to be the sole determiner of needs. If this happens, the other groups or the individuals belonging to other constituencies in the system, will lose their commitment to the process and they will test it with either indifference or subversion. If this happens, the best you can hope for is that no narm is done. But Murphy's Law applies to inservice education as well as to everything else, and I can tell you that what is most likely to happen is that you will foster dissension and distrust. I can give you an example of it that will ring with some degree of familiarity in all of your ears. Among the guests at a recent dinner that I attended was a man who has been a high school teacher for fifteen years, a very successful high school teacher. He's quite dedicated, has a reputation for being very able in working with kids who are troubled, getting them on the right track in school and keeping them there. He takes a lot of pride in the number of students of his, and former students, who have won prizes and scholarships and gone on to good things. He's also the Vice President of his professional association, and he enjoys a very good reputation. He's effective in that work. The people, both the administrators and the teachers, in the district look up to him; he has their respect. At the dinner table our conversation turned to teaching. I guess it's inevitable any time two teachers get together, but he really had something on his mind. The previous week he had been "subjected," (his word, "subjected") to an inservice program, the main feature of which was a lecture on

the need to be more sensitive in interactions with adolescents. Now this not only insulted him, but it instilled in him a great deal of suspicion about the motives of whoever it was who was responsible for the program. "You know," he said to me, "if whoever it was who made that awful decision knew more about our schools it would never have happened. Why don't they look at what we're doing? If they came around to observe once in awhile, they'd know what our problems are."

Now I've heard that a lot in recent years, and I think it is almost always attributable to a lack of openness in setting the goals of inservice programs. I think my friend was certainly on the right track when he implied that it was necessary for the inservice planners to know what the problems are and that's the way we've begun here to identify what needs assessment is, a way of identifying problems. But when you collect information in needs assessment you need more than information just about problems. You also need information about strengths and context. The objectives of the inservice program will flow from the discovery of what it is that bothers people the most, what's difficult for them to deal with, what it is that they can't get to work well, what's frustrating, what new conditions are bringing about changes that people are having difficulty in handling. So that's why you collect the information on problems. Now why collect information on strengths? Well I think there are two reasons. First of all, if you concentrate just on the problems it can be pretty depressing and demoralizing. You know you're in a world of problems. So you need information on strengths, good information, just to maintain a healthy perspective. But secondly, knowing what it is that a school or a district, or the teachers in a district, do superbly well and finding out what really works for them and gives the results that they expect is doing nothing more than defining a good base upon which the inservice program can be built. When you discover the strengths of a school or a district, you begin to identify the resources that can be used in the program.

The shape or design of the inservice activities will flow from the discovery of factors in the context that will effect it. What I mean by this is that you need to ask questions about what people will buy into in the way of inservice. Are incentives for participation necessary and, if so, what kind, and will the decision makers supply them or not? Will the staff get support for any reasonable changes that come about as a result of inservice? What kinds of programs will the staff buy into? Short sessions during the school day? Will they go for multiple sessions after school, or intensive weekend workshops, or summer sessions, or university courses? What's the shape of things that people would prefer? How far will people travel to attend inservice? At what kinds of settings does it need to be in? Do folks value more the activities that include follow-up or do they prefer one-shot activities? If you don't know what the staff will buy into and what administrators are likely to support, it's pretty difficult to design an inservice program that is effective.

When a needs assessment team knows what kind of information has to be collected, they can go about getting it. The important decision that then needs to be made is to choose among a variety of different information collection strategies what is going to be used, and there are tons of them that are available. I've made a small list! Questionnaires, individual interviews, structured interviews, informal interviews, group interviews, structured observations, informal observations, participant observations, fishbowl techniques, Delphi techniques, pair comparison techniques, surveys, rating scales, Gutman scales, sociograms, anecdotal records, teacher-made test results, standardized test results, inspection of school records, review of previous studies, enrollment projections, and so forth, and so forth, and so forth. You can use any of those things. I don't think anybody wants to use all of them, but how do you choose which ones?

In deciding on what kind of information-gathering strategy you are going to use, there are probably three big errors that people can fall into, that people have made in the past. And if we know what they are maybe we can avoid them. First, some groups rely almost entirely on a single method of data collection. It's usually, but not always, a questionnaire. It's extremely important, whatever method you use, that all of the eggs aren't placed in one basket. At least two, and if possible three or more different techniques, ought to be used to gather information. When you get confirmation of information from different sources using different methods of collecting the information, you can be pretty sure that the information you have acquired has some acceptable level of validity. At the very least you can be sure that the information you have collected isn't an artifact of the way you've gone about collecting it.

A second common error I call a statistical, technical blitz. All of the data in this situation, all of the data that has been collected in schools over the past several years is brought into a room. Then several more questionnaires are concocted and sent out. Interviews are held with administrators and teachers, questionnaires are sent around, and there is another ton of stuff that comes in. Then all these mounds of paper are twisted and turned and measured and coded and analyzed and reanalyzed and then the whole thing is polished off with a report that is chock full of technical mystique like, oh boy charts, validating pseudographs, double whammy graphs, popeye pictographs, and disembodied statistics. When this happens I usually suspect that the whole process has been used to justify whatever it is that somebody wanted to be the needs in the first place.

I don't want to stand here and advocate a casual strategy towards collecting and analyzing data. I think the process is much too important. Nor do I want to imply that you don't need to do some data analysis in this process. You do. But what I am saying is that it does not need to be mysterious and incomprehensible As I tell my students who are learning to evaluate information and to look at research studies critically, if you can't read a re-

search study and understand it, don't always think that the problem is with you.

Still another common mistake that is made at this stage in deciding what kind of information gathering strategy to use is to borrow a data collection instrument, a questionnaire, or a process, whatever, from another place that has used it and that has done a good needs assessment. Now there are a couple of reasons for not picking up somebody else's process or instruments and using them. I think it's a very good idea to look at them, and to exchange them, and get ideas about how different people go about it, but for heaven's sake, avoid picking up somebody else's stuff and using it, for two good reasons. First, I am always amazed at the differences from school to school in language that discusses the same phenomenon. So you may have language differences in instruments. The other reason is that your information needs are not going to be the same as they were in the place where the questionnaire was developed. So what you need to be sure of is that for any instruments that you're going to use in a needs assessment process, that they are designed specifically to get the information that you need in your place.

I think that a good number of the problems that arise in data collection and analysis can probably be avoided if needs assessment is conducted at a building level rather than at a district or systemwide level. Somehow when a huge needs assessment has to be done for a whole district, the enormity of the task becomes rather staggering and what happens is either a superficial data collection strategy or one of these technical blitzes. When it's done at the building level, the task seems not only more manageable, but also more important because it has to do with home. If needs assessment is aimed toward identifying problems and possible solutions at the building level, then the information can always be aggregated across the buildings to get the districtwide information. But if it is done initially at a districtwide level, it is not always possible to sort out the implications and needs at the building level. There is also, I think, a good bit of evidence that indicates that the building level is the place to push for change and improvement and that that's where it is most likely to be successful.

Thus far, I've talked about a definition of need as being a factor without which a group or a person or a school can't function adequately. We've discussed a number of different kinds of needs that can appropriately be objectives of inservice programs. I've stressed the importance, I think, of looking at needs assessment as a process of identifying and defining problems. I've made a few suggestions about designing that process: that the needs assessment process be a team approach; that it needs to be conducted in an "appropriate" atmosphere; that the process ought to include collection and analysis of information about problems, strengths, and context; and that you can avoid the worst pitfalls of data collection and analysis if you target the needs assessment at the school building level, if you use some good sense in choosing

your strategies, and if you tailor the strategies to fit your own needs for information. Now, if you're still with me and have been able to buy what I have been saying, my final point will come as no surprise or disappointment.

Good needs assessment is never finished. It needs to be thought of, not only as a process for identifying and defining the problems that have to be addressed, but also as a process that will continue indefinitely and be a regular integral part of the school planning process. Needs are not static. As soon as you fill one set of needs, there is another one cropping right up, and if you have a good inservice program going, those needs are going to change even more rapidly. If you've been really serious about assessing school and staff needs, and if you have conducted a good inservice program to address them, then the needs assessment team does not congratulate itself for a job well done and disband. It congratulates itself for a job well done, gets out the calendars and sets the date for the next meeting.

LUNCHEON SPEAKERS

Herbert Magidson, Secretary Treasurer
New York State United Teachers

Robert Maurer, Executive Deputy Commissioner
New York State Education Department

Pat Orrange, Executive Director
New York Educators Association

Saturday, December 5, 1981
2:00 - 3:30 p.m.

EFFECTIVE DELIVERY OF INSERVICE EDUCATION

Presentation

LaMar Miller, Executive Director
Metropolitan Center for Educational Research, Development and Training, New York University and Director, New York University Teacher Corps Project

Session Manager

Doris Fromberg, Director
Hofstra University Teacher Corps Project

Clinic Leaders

1) Faith Schullstrom, Director
Curriculum, Guilderland Central Schools

2) Al Inserra, Executive Administrator
for Educational Programs, Nassau County BOCES

3) Dorothy Carter, Director
Manhattan School District #2/Bank Street College Teacher Corps Project

4) Richard Pearce, Director
State University College at Buffalo Teacher Corps Project

5) George Pixley, Director
Nazareth/Rochester Teacher Corps Project

6) Ann Sabatini, Teacher Center Specialist
New York City Teacher Centers Consortium

EFFECTIVE DELIVERY OF INSERVICE EDUCATION PROGRAMS

Presenter: LaMar P. Miller, Director
New York University Teacher Corps Project
and
Executive Director, Metropolitan Center for
Educational Research, Development and
Training, New York University

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said,

"Psst. Hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse, proudly.

"You're in luck," said the Eel, "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a Sponge, who said,

"Psst. Hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck," said the Sponge. "For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming thru the sea five times as fast. Soon he came upon a Shark, who said,

"Psst. Hey bud. Where 'ya going?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee thanks," said the Sea Horse, and zoomed off into the interior of the Shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else.

That moral can be applied to all of us who are seeking more effective ways to improve education through the effective delivery of inservice education. Especially in the case of school administrators, one might say that if you don't have an effective plan or an effective model, you might end up someplace else.

The search for inservice education models which produce improved educational programs is a continuous quest for professional educators. The support of inservice education by federal programs such as Teacher Corps and Teacher Centers and projects of professional associations such as the AACTE, the NEA, and AFT is indicative of the level of concern about the issue and it is ironic that at a time when we were coming closer to finding more conclusive answers about appropriate models for inservice education, we are faced with declining resources and a new reality for American schools. The period of dramatic growth, when enrollments and resources expanded year after year, is gone. Instead, we have an "Age of Slowdown," with declining numbers and resources. Gone, too, is a period of strong faith in the power of American schools to strengthen American's world leadership, to reduce poverty and discrimination, and to maintain economic prosperity.

The question is, how do we improve schools in the face of this new reality? Where are the resources to be found for improving schools? What strategies will work? The purpose of this address is to share with you some observations about strategies for effective delivery of inservice education drawn from the experiences of my colleagues and myself in Teacher Corps and from the literature and research.

Let me first state some convictions about effective delivery, and then, secondly, identify those aspects of inservice education programs that seem to be essential to school improvement.

The first conviction is now obvious to all of us and is supported by research on inservice education. It is that those who wish to change or improve schools must change and improve teachers, administrators, and staff while they are working in schools. This wasn't always so obvious to educators because, in the past, we tried to bring about change in a great many other ways.

The second conviction is that the power and the resources needed to improve schools and to provide for effective delivery of inservice education lies within the school and the district if they are willing to think creatively, include groups not generally involved, and be flexible.

The third conviction is drawn from the long experience of the Teacher Corps model for inservice education. Staff development, to be effective, takes time. All systems break down over time, thus

the relationship among the school system, its environment and the individuals within that environment can become fragile. Inservice education should be a continuous program and part of the regular business of the school. This leads me to the fourth conviction. A humanistic attitude should be taken toward inservice education. The human system also breaks down over time. Note the many recent articles on teacher burnout. Using Maslow's term, inservice education programs ought to include elements of a "becoming" individual.

The fifth conviction, also drawn from the Teacher Corps model, is that collaboration among educational organizations such as school districts, colleges, universities, community groups and SED's is an effective way of delivering services. The process of collaboration must extend to all vested stakeholder groups including parents and community.

Assuming acceptance or at least acknowledgment of these beliefs, let me suggest some essential elements of an inservice education program.

1. Representatives of all School Personnel Should be Involved in Inservice Education

One lesson from our experience is clear: teachers and administrators must be directly and continuously involved in any process of school improvement. Without their participation and committed involvement, significant changes are unlikely to occur. In the first place, these key figures must change their own skills, habits, attitudes and relationships if the school organization is to change. Second, they must provide needed linkages to their constituencies - students and parents, on the one hand, and school district officials and teachers' organizations on the other. Third, they must be willing to seek and accept help from others, whether peers, colleagues in other schools, or state departments, district-level and college personnel.

Teachers are central in all attempts to improve schools. Too often, however, they have merely been exhorted to change. Clearly teachers must be more involved in decision making and must be supported for introducing changes.

Moreover, traditional inservice education programs are, for the most part, aimed toward the formal teaching staff of a school. To accept this limitation can imply that the other personnel are not an integral part of the educational process for children. The assumption has been that because the greatest percentage of a student's time in most schools is spent in the classroom, only teachers need inservice education which will enhance their effectiveness. But what about the relationship between the other professional and paraprofessional personnel of a school who have contact with students outside of the classroom? Inherent in this question is the belief

that the educational process in school occurs outside as well as inside the classroom and that, in most cases, school personnel other than teachers do contribute to the learning process. The guidance counselor, the assistant principals, custodial workers, lunchroom supervisors, hall monitors, parents, secretarial staffs are all part of the student's education. It is through participation that ownership, consensus, and relevance emerge. Inclusion in the process builds within people a sense of efficacy and commitment.

2. Principals Should Have a Central Role in Inservice Education

There is persistent evidence to demonstrate a strong relationship between the building principal and the behavior of the school as an organization. In other words, the principal does make a difference. It is evident that strong leadership from the principal can create change. It is also evident that without the principal's support, change and renewal activities are unlikely to succeed.

Indeed, most public school educators believe that the principal should be the instructional leader of a school. He or she is the person within the organizational structure of the school who is responsible for seeing that the needs of personnel are met in such a manner that enhances or, at least, does not threaten the learning opportunities available to children. The total condition of the school is his or her responsibility. Therefore, the principal becomes a resource for and plays a central role in inservice education programs.

The school's inservice education program depends on the principal active involvement. The principal, for example, is usually the one individual who can facilitate the deliberations of an inservice education development planning team; insure that the planning team considers the total educational program of the school; incorporate the inservice education development planning team as an integral part of the school's organizational structure; and provide input, along with the other planning team members, for a monitoring system that addresses the effectiveness of the inservice education development program.

Inservice education must be a part of the training experiences of principals; school systems must begin to support the principal in planning and implementing inservice education programs; and the organizational structure of a school must allow principals to share their knowledge and expertise about the school's educational program.

3. Inservice Education Should be Based on an Assessment of the Needs of the Students of the School as Well as the Program of the School

The basis for selecting the content of an inservice education program should be the educational needs of the students.

A clear understanding of the needs of teachers and the other personnel is an important part of any inservice education program, but the relationship between student needs and teacher needs cannot be overlooked. The content of inservice education programs traditionally evolves from some form of a needs assessment, usually depicting the needs of teachers, not students. Such assessments tend to make the needs of students superfluous to the inservice education program and teachers rather than students become the primary beneficiaries of such programs.

Every individual comprising the staff of the school has contact and experience with the students of the school. Therefore, they represent a valuable resource for getting information about student needs which should not be overlooked. They are aware of how students are responding to the total environment of the school and can provide the baseline for determining what inservice education is most critical in a school. The term used in Teacher Corps to describe the uniqueness of the needs of individual schools is "site-specific." Another way to state this is to say that there ought to be a relationship between the inservice education program and the school's educational program. One sure way to inhibit the success of any inservice education program is to claim that it addresses the programmatic needs of a school, while not doing so. Most conflict around inservice education evolves from this situation.

4. Parents Should be Considered as Part of the Total School Staff Participating in the Planning and Implementation of Programs

To refer to the totality of a school's existence would be inaccurate if parents were not included. While research efforts have been unable to describe the importance of their role fully, it is clear that parents' perception of and familiarity with the quality of the school does affect the performance of students in the school.

Although educators disagree about the specific influences of parents on formal schooling, few arguments contradict the strong impact that parents have on the students. It is not the role of the school to alter this impact or to change the way parents relate to their children, but it is the responsibility of the schools to depict honestly to parents the content of the school's educational program. Conflict between the home and the school is often a result of parents not knowing the purpose of the school's educational program. Schools are often unsure of what parents expect, other than that their children should be receiving an education. Both the school and the parent are concerned with the quality of education provided to children. An inservice education format can be developed to begin to resolve differences in expectations and misunderstanding of purpose.

A total school inservice education program and planning team would be a beginning. By being involved in the planning, implementation, and evaluation of the program, parents would have their input reflected in the school's educational program.

5. Inservice Education Programs Must Take Into Account Both Intrinsic and Extrinsic Benefit to the Participants

The motivation for participating in inservice education programs does not come exclusively from extrinsic rewards. In schools where teachers do not need graduate credits and have reached the top of the pay scale, the motivation for participation may be intrinsic.

Inservice education programs should be seen as a natural component of the educational process. Currently, much inservice education is separated from the life of a school and the responsibilities of the staff. An example of this separation is the difference between the extrinsic benefits gained from participating in an inservice education program and the intrinsic benefits clearly related to the needs of a school, its student body, and its educational program. The extrinsic rewards are those familiar incentives of graduate credit, stipends, and salary increments which are accrued by the participants irrespective of the impact on the learning process. These incentives unfortunately often become the only reward for participating. Intrinsic rewards should be a major incentive for participating in inservice education programs.

The benefits of participating in an inservice education program should be directly related to the needs of children met by the educational program. However, intrinsic rewards are often compromised by the tradition of extrinsic incentives. To recognize the extrinsic rewards and their impact on the professional advancement of educational personnel is warranted. But, it is also important to recognize that the education of professionals includes intrinsic rewards - the internal satisfaction of knowing that students are learning more as a result of participant's improved performance. And, most important, the ability to answer positively the question, Who Am I?. What Is My Place In This System?, How Do I Fit In?

6. Evaluation Should be an Integral Part of Inservice Education

Monitoring that provides for feedback, and evaluation coupled with research are integral parts of inservice education. Data should be gathered to establish goals and objectives, to make decisions about content and procedures, and to assess the degree to which goals and objectives are achieved in an inservice education program.

Inservice education should also use and reflect research findings and promote more systematic and scientific approaches to collecting and treating data in teaching.

Outside talents should be employed when necessary to assist teachers and others in designing research and evaluation schemes. Teachers should determine what is to be evaluated; researchers can provide the technical assistance to make results as reliable and sophisticated as possible.

7. Inservice Education Programs Should be Flexible

In traditional inservice education, programs innovation and flexibility are sacrificed for the sake of continuity. Many programs seem to center on the belief that the needs of school personnel and students are constant, while in reality students who enter school in September need different educational experiences by December. Their needs and, therefore, the school personnel's needs change. Any inservice education program that does not have continuous assessment and is not flexible in meeting the ever-changing needs of students and school personnel, risks being antiquated and irrelevant. Moreover, programs must also be flexible enough to allow time during regular instructional hours for inservice education.

Time in a teacher's working day is a very precious commodity. There is never enough. Providing time for inservice education during regular instructional hours requires some changes in both scheduling and attitudes. Attitudes may be the most difficult to change. Some teachers and administrators do not think that a teacher is at work unless he or she is engaged in teaching students. Studying diagnostic procedures while trying to analyze learning problems of students, or developing a curriculum unit to fit a particular group or individual student and studying curriculum theory in the process--these seldom register as legitimate teacher activities on school time.

Schedules will also be difficult to change, particularly if student-teacher ratios remain as high as in recent years and if all students must constantly be in classes or supervised by teachers. The subject of time to teach has had some study (Provus & Jacobson, 1966), but the subject of time for teachers to learn has had practically no attention.

Finally, there must be the flexibility to allow those who participate in inservice education to engage in both teaching and learning . Inservice education is not merely a mater of one group dispensing information to another; each participant has some special area of insight, talent, expertise, and perception. Included in "all those who participate" are teachers, college professors, school administrators and supervisors, curriculum directors, etc. All these participants at one time or another should be engaged as learners and teachers.

8. Collaboration With Other Institutions is a More Effective Way of Delivering Inservice Education

Collaboration is difficult to achieve because, until recently,

the involved groups, such as school districts, colleges and universities, teacher organizations, and state education departments have not had education as a primary mission. There may, therefore, be many questions to answer. Who will coordinate the use of strengths? How can the different competencies of the groups be used most effectively? Obviously a process must be developed, one that reflects the critical tasks of collaboration.

There may be apprehensions about one group dominating. Certainly, special strengths will make a particular agency preeminent at times. For example, if the focus of inservice education is school improvement, the school district has a singular strength in teachers and other personnel who know students and existing programs. The school faculty, then, is preeminent in its knowledge and awareness of the people and circumstances that are affected. Faculty members should have the major voice in decisions about inservice education that is designed to improve school programs. On the other hand, university and state department of education personnel may be more knowledgeable about certain conditions and techniques that will contribute to school program improvement. They can serve effectively as consultants, guides, and counselors. Still different is the teacher organization with its acute awareness of teacher needs, for example, in regard to conditions of work or teacher involvement in decision-making. The critical tasks of the collaborative process include:

- Establishing group ground rules which require concurrent approval of all three institutions for all decisions, equal representation from each group, and a rotating chairman.

- Defining the general purpose of the group and coming to terms with clear differences on certain goals, and accommodating these differences.

- Carrying out a group task which involves assessing educational needs and problems in the district.

- Developing a plan to address these educational needs, and acquiring approval for an experimental program.

The essential elements noted here have been used in a variety of effective models of inservice education. The model that I am most familiar with for delivering services to school districts is that of Teacher Corps. The Teacher Corps 5-year program is unique among federally aided efforts in its approach to educational improvement. Teacher Corps emphasizes and mandates joint collaborative planning at the local level to set project specific objectives and to delineate the process by which these objectives are to be attained. The process of collaboration extends to all vested stakeholder groups, including parents and community representatives; IHE faculty members; and teachers, interns, aides, principals, and administrators both in the IHEs and LEAs. It is designed to help ensure that each

individual and group is committed to the project and has a sense of ownership regarding project objectives and activities.

The model to which I refer is based on the generic purposes of Teacher Corps and is presented in Figure I. In order to achieve this goals and objectives of Teacher Corps, the organization is a collaborative arrangement between a university, a school district with typically up to four schools participating and the community served by those schools. With each project, two groups are formed to share information, guide the projects, and provide community-based support - an elected Community Council and a project Policy Board. The nucleus of the Board must be the Dean of the institution of higher education, the Superintendent of the local education agency, and the chairperson of the Community Council.

The combination of Policy Board, Community Council, and School Site Councils as a Teacher Corps organization base has proved successful. The School Site Councils which are composed of teachers, administrators and parents may prove to be the most functional of these organizational units after the Teacher Corps support system has ended.

Perhaps the most unique thing about Teacher Corps is the approach to inservice training. These approaches have several characteristics:

1) Teacher Corps inservice is based on needs assessments that include the opinions of teachers, parents, administrators, and, where appropriate, students.

2) The Teacher Corps organization model provides the network of relationships among IHE, LEA, and parent/community activities that is most likely to improve education.

3) Teacher Corps inservice is school rather than college campus-based; it provides opportunities for college faculties to work in the reality of the classroom.

4) Teacher Corps inservice training provides an opportunity through its organization and programming for the IHE to develop its thrust toward inservice training, especially in light of decreasing pre-service student enrollment.

5) Teacher Corps inservice essentially reinforces what educators say they need, rather than stipulating what an educational hierarchy says they need.

6) Teacher Corps has long held that individualized instruction and team teaching are conducive to improved education.

A MODEL DELIVERY SYSTEM BASED ON

THE GENERIC PURPOSES OF TEACHER CORPS

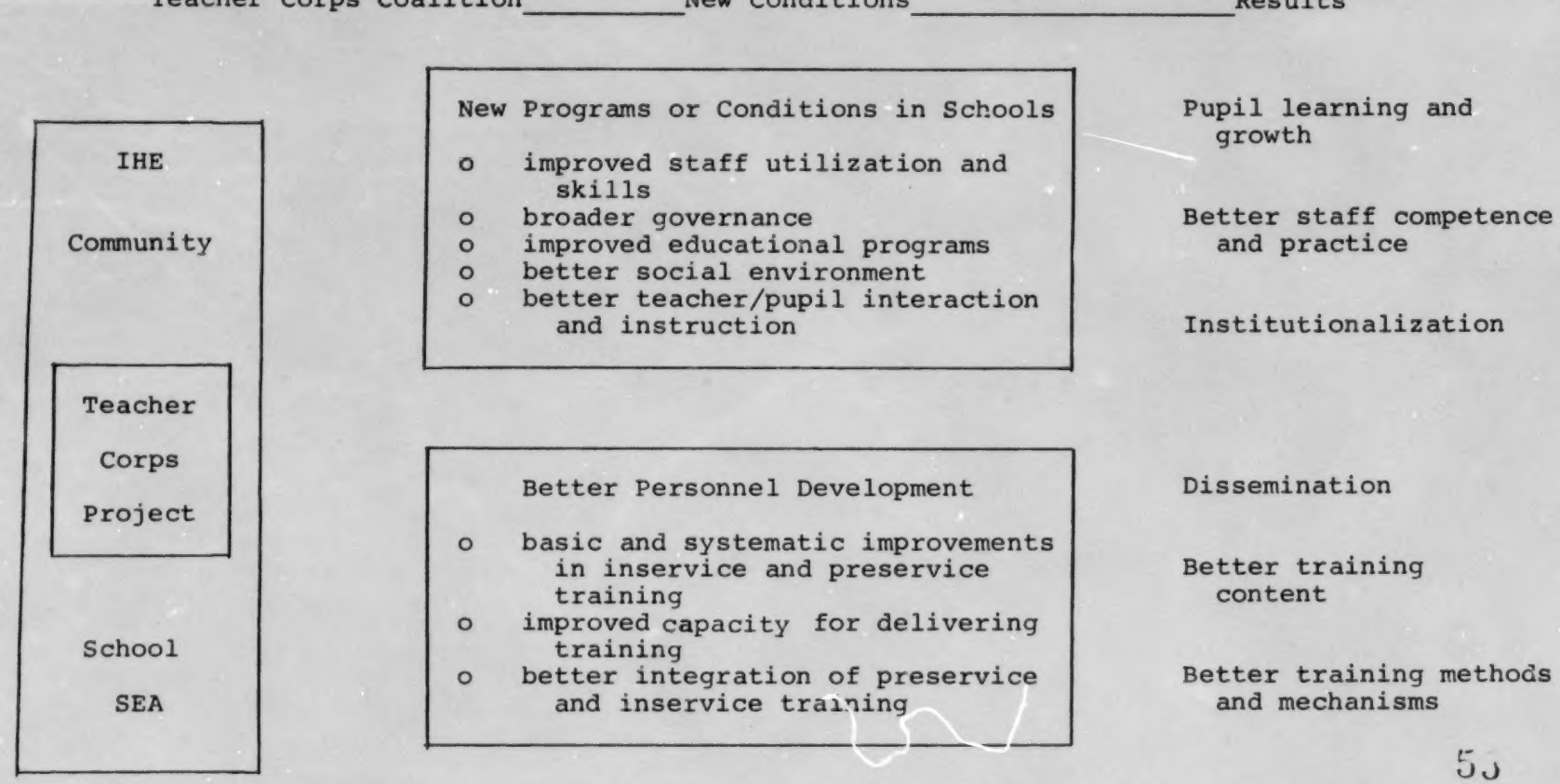


Figure 1

To understand how the above components are utilized, let me briefly describe the focus of some of the New York projects. One project has concentrated on the integration of communication skills (listening, observing, speaking, reading, writing) and on multi-cultural education. A second project has emphasized the "alternative faculty." A third project has focused on bilingual education. A fourth project uses a program in the arts and humanities as the experiential base for teaching the basic skills. A fifth project is now concentrating on the mainstreaming of handicapped students in the four Teacher Corps schools which make up this project. And, finally, my own project, New York University has focused on systematizing a teachers needs assessment that focused on individualized instruction, flexible student grouping, and team teaching (known in this project as "clustering"). The present program is called the Vertical Incentive Program (VIP). This has clustered the teachers and the students in the Teacher Corps schools in grades K through 3 and in grades 4 through 6.

There are, obviously, other models for delivering services and certainly various ways to utilize the information I have attempted to describe. That new reality, however, that I spoke about earlier for improving schools, may be in fact an opportunity that we as educators rarely have, the chance to promote change in a time of change.

Saturday, December 5, 1981
4:00 - 5:30 p.m.

CREATIVE FUNDING OF INSERVICE EDUCATION

Presentation

Richard Hibschman, Superintendent
Pittsford Central School District

Session Manager

Ann Spindel, Director
Teacher Center of Ardsley, Greenburg and Elmsford

Clinic Leaders

1) Marcella Fugle, Member
Teacher Education, Certification and Practice Board and Teacher, Hamburg Junior High School

2) Adele Wenz, Director
White Plains Staff Development Center

3) Alice Dollard, Associate
Teacher Education, New York State Education Department

4) Wade Scherer, Former Director
Washington West Teacher Center, Wakefield, Vermont and Presently, Professor of Education, Syracuse University

5) S. Mark Rosenbaum, Director
Nassau County Regional Teacher Center

6) Myrna Cooper, Director
New York City Teacher Centers Consortium

CREATIVE FUNDING OF INSERVICE EDUCATION

Presenter: Richard Hibschman, Superintendent
Pittsford Central School District

Good afternoon. I am certainly aware that I am the seventh speaker of the day and that it is now 4:00 p.m. My major challenge may be keeping you awake. Nonetheless, I am pleased to have the opportunity to talk with you. Staff development is a topic dear to my heart. In fact, I think that it is the most important tool we have to shape the future of education and improve the image and impact of the teaching profession.

It should be clear to you by now that the money for inservice education is not going to come from the federal government; the money is not going to come from the state government; the money is not going to come from any place other than the local level. I suggest that you stop spending your time writing applications and continuation grants, stop worrying about why the state is not funding it, stop worrying about why the "Feds" are not funding it, and get down to the work of making staff development important enough in your local school district so that the money will be provided for you, not just for one year at a time, but for the foreseeable future.

We all came to this conference with a point of view shaped by our sets of experiences, our interactions with people, incidents, or new knowledge. It is important for each of us to understand our motivations, our needs, and our value structure as they relate to staff development.

Let me start today by sharing with you the development of the context which has shaped my view about staff development. I think that it is important to share this with you because it will illustrate why I say the things I do in the latter portion of my presentation. I will be very direct about what I believe. I will advocate some views on staff development. You do not have to accept these, but I hope you will think about them.

I happen to come from a fortunate situation: a high wealth school district, a supportive community that tends to deal with matters rationally, and a community that has high expectations for its students, but also has a parallel understanding that high expectations must be strongly supported with resources. I know that I have that going for me and that some of you do not. However, I have worked in other situations and I believe that what I am about to say can take place in other districts. If you are resourceful enough to understand the context in which you operate, you can gain support and money for staff development activities.

The following experiences are important to my beliefs and perceptives regarding staff development.

In 1971, when I became Superintendent in suburban Syracuse, I had the opportunity to attend a Superintendent's Seminar with Dr. Stephen Bailey of the Policy Institute at Syracuse University. Steve had just returned from a sabbatical in England. He spent a great deal of time in the Seminar talking about the impact of Teacher Centers in Great Britain--how important they were, how excited teachers got about them, and why he thought Teacher Centers were the wave of the future in staff development. I was interested and tucked the idea way in the back of my mind. I did not really have much opportunity to do anything with it, but it did not leave me.

While at Westhill, I had the good fortune of being able to hire a couple of top reading teachers who knew a lot about reading in the content areas. One was Scott Shablak from Syracuse University. Some of you may know Scott, who I think is one of the finest teacher trainers around. With Scott's leadership, I found that, with intensive time spent with a high school staff over two summers, we could fundamentally change a high school. We changed the way teachers taught, the way they felt about kids, and the whole environment of the school. I became a believer in staff development.

When I moved to Pittsford seven years ago, I learned about the Kodak nickel. Do you know what the Kodak nickel is? For every dollar that Kodak earns, a nickel goes back into research and evaluation. Kodak is one of the most successful companies in the United States and has been for a long time. The company understands the importance of investing money in its employees and in searching for and refining new ideas. There are other companies in our community such as Xerox and General Motors that have the same philosophy. One of the things we have been able to do in Pittsford is to develop an understanding of staff development on the part of the community. We reference the places where our residents work and how staff development is valued there; we relate the need for staff development to the context of our schools. The Kodak nickel has helped me sell staff development in Pittsford.

I look back over the last ten years and see the many tremendous changes which have taken place in education and teaching. The reason I mention this (I mention it every year to our staff on opening day) is because some teachers are prone to say, "I cannot learn anything new, you cannot teach an old dog new tricks," and similar statements. Think back over the last ten years and make a list of all the new terminology and all of the new programs. Think of all of the terms that you have in your lexicon that were not there ten years ago: IEPs, Committees on the Handicapped, Career Education, etc. Teachers have learned them. They have internalized new knowledge and are operating on it today. I like to remind teachers about this because I think that sometimes they overlook their ability to adjust to change. It is important to have this sense of historical perspective to insure that we have a sense of strength and purpose as we look toward the future.

A few weeks ago, I was preparing to give a six-hour workshop in Sophia, Bulgaria to 50 elementary teachers on science. Talk about inservice training! I had to do a lot for myself. One of the things I found was that the half life of science knowledge today is 20 years. That is, for the youngsters who we have in school in 1981, half of the science knowledge we are teaching them will no longer be pertinent in the year 2000. Half of the knowledge they need then has not yet been discovered. My friends in industry tell me that the half life of knowledge in the emerging technology is three years. Now think in terms of our high school science and math teachers who received their undergraduate degree in 1957, their master's at State Teachers College in 1964, and have had two courses since that time. Ask yourself where they are in terms of being ready for three years from now, or even today?

Contributing to my context is the "graying" of the teachers. I remember the excitement that used to accompany all of those new teachers who started their careers each fall. They needed our help and we reached out to them, and as we gave to them, we got--new ideas and new spirit. No longer do we have that situation. Our staffs are getting older; the "graying" of the teacher is a problem that we need to adjust to when we think about staff development.

We must also think about the expanding expectations from our communities with the special emphasis on accountability. We find ourselves relying on testing primarily because we have been unable to articulate other indicators of quality that have meaning for our communities. Testing will remain the only game in town until we find other ways to articulate educational quality. We have a lot of development to do in this area.

Yet another variable is the realization that recent social science research has a lot to say to us about teaching and that we are doing very little to bridge the gap between what it tells us and what goes on in classrooms. I am concerned that the public schools are further away than we have been for a long time from schools of education. I remember the richness of the interaction that we had 15-20 years ago when schools of education were growing and dynamic; now they are not. Some schools of education have been phased out altogether. I miss that relationship. I think that they must miss that relationship with us because some of the professors do not really know what is happening in today's schools. This must be remedied.

Whenever any of our teachers in Pittsford get a new graduate degree, I try to acknowledge it with a letter. Three years ago, ten of our local teachers received their master's degree from the same school. On a whim, I asked to see their transcripts. Here is what I saw. Ten master's degree with a wide variation of courses, differing one from another, with seemingly only an accidental relationship between the content of those courses and the needs of our school district. In Pittsford, we pay half of the graduate tuition for up to six hours a year. In addition, we pay salary credit for the courses. Look at the expense! Well, I said it was a rich district! But why should we not invest in our teachers and

programs. My friends who work at Kodak and Xerox are sent to Greenbriar and Leesburg for training. Companies invest heavily in their employees. My point here is that we were investing a lot of money in graduate education that did not have significant impact on what we really wanted to do in our school district.

I am concerned that teachers do not feel very adequate today. Everyone tells us how important we are, but we observe the body language of our major reference groups (communities, other governmental agencies, parent groups, etc.) and we know better. And we have the sense that we are not having the kind of impact that we would like to have. I was saying at lunch today that I really believe in teachers developing a sense of potency. That caused some laughs. No one asked me whether the gestation period for our program is nine months! But I do think that having a sense of potency as a teacher is important. You must feel that when the day is over, you have made some difference, or why else do you do it. I may be wrong, but I think that is what we are saying when we say "burnout," and "teacher stress" and other current code words. Stress workshops are fine, but I can tell you what will make teachers feel better--having success in their classroom, having their principal and their parents acknowledge it, and having the kids give them some positive feedback--that is what teachers need.

Over the years, we have had a lot of inservice, but it has been very fragmentary, it has been momentary, it has been almost accidental. We have not integrated it into a planned system for total impact. Instead, we have had a series of one-time or isolated activities. And we have that nagging feeling that it doesn't really make any difference. Don't we?

There is one last thing, in terms of the development of my context of appreciation for staff development, that is very important to me. I do not blame the teachers for all of the above. In many cases, they simply do not know what to do. Teachers try very hard. They really care. They are committed, but in some cases, they just have not been taught some things, and in other cases, they once knew what to do, but things are different and new now. Those of us who make decisions regarding staff development, must take this into account.

My response to all of the above is a strong recommendation that we need to develop a comprehensive, well-articulated staff development program in each school district. I am sensitive to what you say about collaboration, and it is important, but I do not believe that it is going very far unless each individual school district has a staff development plan which is owned, planned and carried out for the individual and collective needs of its teachers. There are very few school board members here today, and I do not see any superintendents. I do not believe that there are many principals here either. Why? Because I think that we have been content

to have collaboration. The attitude has been that we will let a few teachers from our district work with a few teachers from another district and, together, we will have some sort of inservice. Staff development has not been an integral part of our overall planning, and that is where I want to move us now.

We must think of staff development as a major and integral part of the ongoing work of a school district. I do not agree with the comment last night about staff development being short-term. I think that a program of staff development in a school district should be long-term. We should be developing five-year and ten-year programs because we know, you better than anyone else, that we do not change things overnight in education. It takes a long, long time. It has taken us almost seven years in our district to start to get some minor change in the teaching of writing. Seven years! Staff development takes a long time, it takes commitment to a long-term plan, and it takes patience. It just cannot be short-term in my judgement. It must have substance. It must have identity. It must have a positive image. It must have visibility. It must have essence.

Staff development is something that you must be able to see and understand so that when you mention it in your school district, everybody is able to describe and define it in the same way. It must have enough visibility so that it is understood by the community, the board, and the staff. Students will also be aware of it because they will see their teachers learning and changing. It must be openly acknowledged and valued. It should relate to and permeate all other major aspects of the school district.

In the last day, I have heard a lot of you ask, "How can I make it important?" "What can I say to my board or to my superintendent that will make a difference?" Like everything else in education, we are looking for a magic potion to spark staff development. Start by reviewing all of the things I just reviewed above. You have had the same kinds of experiences. You have had the same kinds of insights. You know that there is a whole pack of needs out there that need to be addressed. So instead of writing that 150-page grant application for the grant that you are not going to get, spend the time trying to articulate the reasons that your school district should have an ongoing, viable and visible staff development program. Bring it to the attention of the people who make the decisions. I think that it is very important that teachers be very involved in planning staff development, but you do not have the money, unless NYSUT and NYEA are going to put it all up, and I doubt that! You do not have the money. The boards and administrators have the money. That does not mean that they should control it entirely. You must develop the rationale for a staff development program and forge a joint ownership relationship with the board and administrators. One way to focus on staff development is to relate it to the other major and integral aspects of your school district. This will insure that it gets the attention of everybody on an ongoing basis.

In the way of explanation of the above idea, let me suggest some specifics. I think that you should begin to think about tying staff development to three major aspects of the school district--the budget and the budget process, whatever curriculum management system that you have, and your teacher supervision and evaluation program. (See Exhibit 1). Now you recognize that these are three ongoing processes that have major importance in your school district. People are assigned to regularly working with these functions and they get a lot of attention from the Board of Education. In my district, we reference the budget at nearly every board meeting. Staff members regularly provide curriculum reports, and our board has high interest in supervision, evaluation and teacher performance. All of these fit together. You cannot talk about budget without talking about programs, and so forth. But I do not think that most districts think about staff development in the same depth and breadth That they think about curriculum, budget, and teacher supervision.

Let us look at budget first. In the absence of outside, or what we call in the field, "soft" money for staff development, we must look to our local budgets. I am afraid that the usual attitude is that we use soft money for inservice and that we use the hard money for the really important stuff. With the absence of soft money, we need to mine the only available place left and that is our local budget. Most of us already spend a lot more than we think we do on staff development.

In a speech about a year ago, Harold Howe, who was then Vice President for Education of the Ford Foundation and now is back on the Graduate School of Education faculty at Harvard, referenced an article called "Analysis of Staff Development Programs, Their Cost in Three Urban School Districts," from a book by Donald Moore and Arthur Hyde called "Designs For Change", I found several interesting things. One is that districts tend to spend ten to twenty times more money than they think they do in staff development. Secondly, most people in the school district from the superintendent on down have no idea of all the specific programs they have which relate to staff development. I think you have the point.

Last summer, I asked our Assistant Superintendent for Administration, who handles the finances for our district, to give me a breakdown on the costs of staff development programs in Pittsford. (See Exhibit 2). There was nothing hard about it. We simply went through our budget and tried to identify all the things that had relationship to staff development. Incidentally, I should say that three years ago we placed most of these staff development programs into one place in the budget so that they could be readily identified. This allowed us to develop a better working idea of our staff development program. Prior to that, the activities had been spread throughout the budget under various functions. Perhaps you ought to ask your superintendent, "Is it useful for us to put all the staff development money in one function code so that we

know what we really have?" Here is what we found out in our district.

We found that we spend over $35,000 a year in teacher travel and conferences. Consultants brought into the district cost $15,000. Graduate tuition was $8,000. Salary increases for credit earned annually (all of those six hours add up) was $20,000 a year. Last year we gave the equivalent of 500 released days and it cost us about $26,000. Our Teacher Center costs us $93,000 a year. We had two sabbaticals. $15,600. Summer curriculum projects, $60,000. Research and development, $5,000. We had one superintendent's workshop day which was aimed at staff development. The salaries and fringe benefits alone for that one day were over $60,000. You had that same situation in your district. That's the function of the superintendent's workshop day, right? The money is going to train your teachers. We have a career education program that is funded through the federal government that is used primarily for coaching teachers, $35,000. All together, we showed a total of $372,308 of a $23,000,000 budget being used for staff development. That's 1.6% and that's probably not all-inclusive. I keep reminding our board and our community; Kodak has its nickel, but I'll settle for our two cents worth. You should go back and check your budgets in this way. You will find a lot more money in there than you think.

I think that it is important for us to think of this money in the aggregate, because when you look at the bottom line and you see $375,000, you must ask more questions. Are we spending that money correctly? What impact is it having? Would it impact more if we used it in another way? It makes you question, and think.

I suggest that you go through the above process using your district's budget. (See Exhibit 3). You will find just how much money your district is really devoting to staff development. Once you've collected the data, analyze it with these questions. What categories do you have and how much are you spending? What impact are the various categories having? Which seems to have the most impact? Which are truly related to the goals and objectives of the school district? Determine if there are better ways to spend the money. Discuss it with your staff and board, and begin to think of staff development as a total program. Determine what you want to do, then look at the total resources that you have available, and you may end up making some different kinds of decisions. My point here is that you may have backed into some big dollars over the years, and never questioned them. When you look at your budget, and start to pull it apart, you find some significant resources available. This is what I mean by mining your local budget.

I must admit that I was somewhat troubled by the title of my assigned topic, "Creative Funding," because that conveyed that there are some magic ways to get funding. I think that what I have described is creative funding. You look at money that you already have, you ask what difference it is making, and then look for other ways that you might want to spend it. You will probably find a lot of serendipity in the process. You are going to

see things and have insights that you would not have had otherwise. Let me give you an illustration.

When we seriously considered the impact of superintendent's workshop days, we reduced from two to one a year. The extra day did not seem worth it when we considered other priorities such as task on time, student-teacher contact and other important learning variables. Besides that, the superintendent's workshop days were not very effective for staff development. We had not planned them very well. I know that all of you plan your superintendent's workshop days very well, and spend months on getting ready for them. Right? Or are you like we were, in some cases, "Oh, my God, it is three weeks away, who can we get?" Recognize the condition? Well, the superintendent's workshop day is the only staff development in some districts and it represents a significant investment of time and money.

Three years ago we had the opportunity to reorganize our school district because a number of our senior staff members was retiring. In talking to our staff members about how the district could best organize to better serve them as we headed into the future, we found a significant amount of concern about the management of curriculum. We found we had 23 different subject matter areas in our district. And we have thirteen grade levels. Think of all those various combinations! And, as most school districts that grew very rapidly during the 1960s and spent the majority of its time building buildings and hiring teachers, we didn't have enough time to spend on curriculum. As a result of this, each of our 400 teachers was developing his own programs to a large degree. That is not easy, if you are an elementary teacher and have eight subject matter areas and you are trying to individualize a program for each child. Several years ago, we found that we were using 61 different sets of reading textbooks, kits and other materials throughout the district. While your situation may not be similar, I bet that you have some of these same problems. Our staff members said, "We need help on this!" Our principals asked questions regarding their role in curriculum and staff development.

My answer to the above was the development of a Curriculum Management System. (See Exhibit 4.) Its primary purpose is to take us systematically through assessments and changes in our curriculum. The system has six steps. The first one is called "curriculum review." Anyone in the community (a parent, a student, a teacher) can say, "I have a question about the curriculum area" and the district has an obligation to do a preliminary review of the program in question. If, based on the review, we think a further look is required, we go into a "needs assessment" step. We gather data on the program in question and analyze it carefully. Based on that, we move on to the third step which is a "goals and objectives phase. Here we consider and define (or redefine) the goals and objectives for that part of the program. The next step is "program design" where we translate the goals and objectives into curriculum.

We look at the research, consider new materials, and review outstanding programs in other districts. Program design provides for piloting new curriculum. We never put a full program into place until we have very carefully piloted it and made necessary adjustments. The fifth step is called "implementation." Here we put the program into place and monitor it. Lastly, we conduct a "summative evaluation" which levels us right back to the beginning of the process.

What the system has done is to help us systematically look at our curriculum. We try not to do everything at once; with the system, we have the advantage of knowing in what stage all programs are at all times. For example, we could have two committees operating in the needs assessment phase, three committees in the program design, and so forth. The assistant superintendent has a large chart in his office which contains an up-to-date status for each program.

Staff development has become very important to this process for two reasons.

We use teacher committees in every phase of the system. After the first year of the Curriculum Management System, teachers were saying, "This is really valuable inservice. I am learning more in this activity than I have learned in a lot of inservice courses." They also said, "I have a problem because I want to go to the Teacher Center for a course, but I'm involved with the Curriculum Management System committee that meets at the same time. What shall I do?" This has happened often enough that we are now examining the possibility of giving inservice credit for curriculum committee service. And so within the process itself, there is an ongoing element of staff development.

When discussing the implementation of the program design, the design committee must consider what would be done in the way of staff development during implementation. Each new program contains staff development activities. In this way, the introduction of new programs and materials is not left to chance.

This is the second way that the system provides for staff development. You probably do something in your district with curriculum in a systematic way--I am pretty sure of that. You should look upon the process as an opportunity for developing your staff both in terms of new knowledge, and to insure that staff development will always be provided when implementing new or modified curriculums.

I'll give you a brief example of how this works. In our social studies curriculum, we do a lot with local history in fourth grade. However, our teachers come from California, Washington, and many other states. They do not know local history, so our Teacher Center is offering a course on local history (field trips, guest

speakers, etc.). In implementing the program, we saw that the teachers needed the knowledge before they could effectively teach the students.

Lastly, I would like to suggest that you tie staff development to your teacher supervision and evaluation programs. A good supervision and evaluation program should be developmentally oriented; it should be aimed at teacher growth. It should also provide the chance for the teacher to be "vulnerable" and to say, "I do not know what to do" or "I just made a mistake." When teachers can say that, they are ready to learn (not unlike our students). For too long, teachers have been "doomed to succeed." They have never felt quite comfortable saying, "I don't know what to do here!" We need to provide an environment which provides for that.

A good supervision and evaluation program with all of the above components should focus on the needs of the individual teacher. As we begin to understand these needs and see similarities, we can generalize to the collective needs of the school or grade level. Eventually, we can create staff development programs that make sense and meet needs for the total district. When you have this, it can be used in planning a district staff development program. In our Teacher Center, we have a needs assessment. The fact that we go through the process and annually involve all of our teachers in it, is very valuable. We now are seeing that the needs rising out of the supervision and evaluation program are almost perfectly congruent with those established through the needs assessment process and the needs arising out of the Curriculum Management System. That is great! And what a powerful message to carry back to the board. If your board is like mine, they are always looking for us to do better, to make change, to refine, to more effectively meet the needs of children. If we can say to our boards, we have identified a whole set of needs that must be dealt with, we stand a much better chance of getting support for well-funded staff development programs. Also, I find as we give curriculum reports throughout the year, we are constantly reminding the board about the staff development dimension. By the time they get to the budget, they say, "Oh, yes, I remember we talked about that back in October or November." This may sound simple to you, but it works. Staff development should become endemic to all aspects of the program; it is no longer considered an add-on.

Right now we are working on developing an improved clinical supervision program in our district because we found that after we got the curriculum in place and we were ready to move into implementation, some of our instruction was not very good. With a better understanding of our goals and objectives and curriculum, poor instruction really jumped out on us. We are now in a five-year program to put good clinical supervision practices into place. It is going to take us that long to adequately train all of our princ pals and 400 teachers. It takes 30 hours of classroom training plus

the coaching for teachers that takes place in the classroom. We had to say to our board, "We have got to have commitment for five years on this. We cannot do it any more quickly than that."

Let me mention our Teacher Center quickly. We established the Center, which is now four years old, for a couple of reasons. First of all, I wanted to focus the attention of the community, the board, and teachers on staff development, and the Center seemed a good way to do it. Secondly, it is a good way to say to teachers, "We value staff development, and we're going to put our money there." The Center is controlled and governed by our teachers. They make most of the decisions. It provides a situation where teachers may be "vulnerable," may express their doubts, their concerns, their apprehensions, their reservations, and have someone deal with them.

I will mention two other things. One area which needs creative exploration and direction is cooperation between school and business/industry in staff development. I have said to one of our major corporations, "You are shortsighted. You are hiring our physics teachers, and you are hiring our math teachers, and we cannot replace them with quality people. Who is going to be teaching all of the kids at the high school level who you tell me you need for your more sophisticated work force over the next five or ten years?" (Incidentally, if you do not know it, they tell us that by 1990, 95% of all jobs in New York State will be computer-related. In our district, our teachers are still worrying about whether kids should use calculators while the kids are getting computers for their birthdays. At the college level, they say that every college graduate by 1990 must be computer-literate. Presently, less than 20% of all college teachers have even a smattering of knowledge about computers. Talk about the tremendous job needed in staff development in this area!) I am asking business/industry for two things. "First of all, give us help with the technology. There is no way that I can afford to change our computer system every two years. We must have access to yours." Secondly, "You are going to have to give our teachers a chance to work in your environment. Let them work at the application level from time to time; that is the best inservice that we can provide for them in terms of relating their teaching to the world of work and rapidly changing technology." This approach would allow teachers to stay updated, earn a little extra money, and still stay in the classroom. Business and industry should take a long look and provide assistance to us in this area. I believe that they have an obligation to help us. They simply cannot just use up all of our people and give nothing in return. You know what is happening in engineering schools today. Engineering professors are making less money than first-year engineers. That situation must be attended to. Perhaps you can start to do something with business and industry in your local community. I realize that your context might be different, but the general principles hold.

Lastly, for you administrators here today, your role in staff development is fourfold. You must be cheerleader, and provide an environment in which staff development can happen. You must become

a banker and fiscal planner to help everybody understand that it is feasible. You must be a politician in the truest sense of the word to see that staff development does happen. And lastly, you must avoid detailed prescriptions for inservice. It must be related to the needs of your district and staff.

For your teachers, I think you must see personal and professional growth as a very important day-to-day component of being a teacher. You must insist on the opportunity for it. You must be prepared to show results. You ask results of your students all of the time. Every week you check them out, right? Are they learning anything, are they doing better? When we are considering adult (teacher) learning, we have just as much right to check to see whether or not we are getting results. And so you must be prepared for that. Do not back away from it. And finally, you must be a learner as well as a teacher because that is a very powerful model. Thank you very much.

EXHIBIT 1

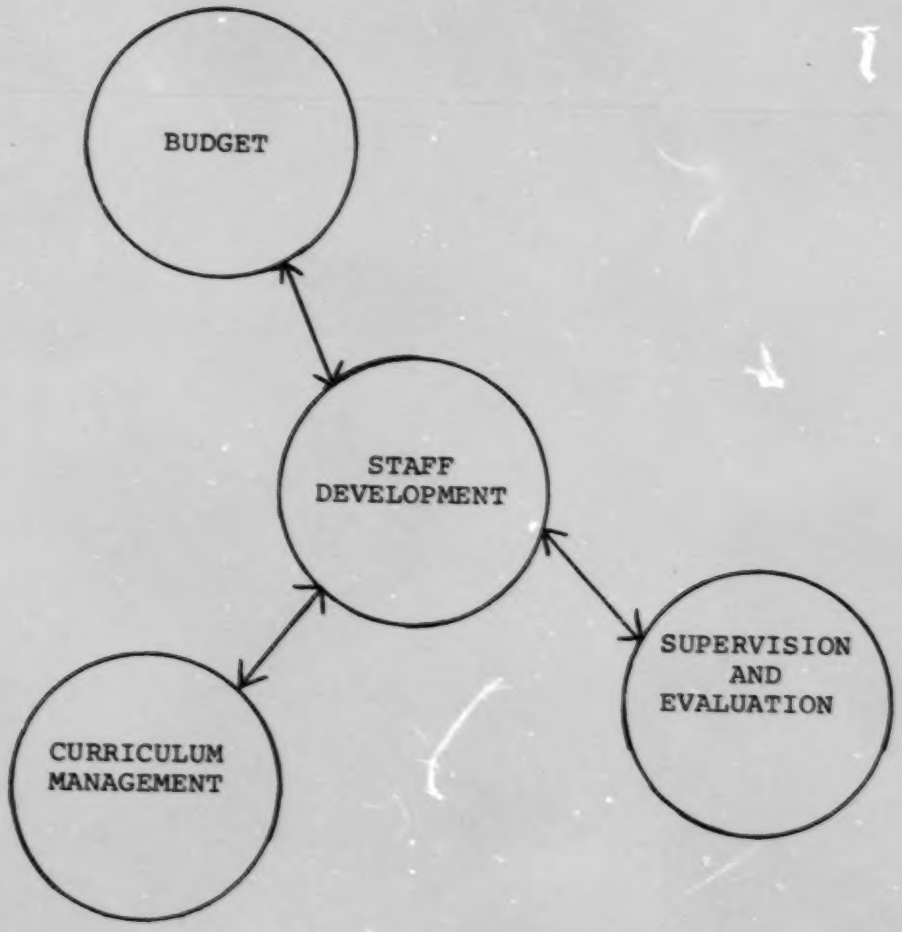

BUDGET
STAFF DEVELOPMENT
SUPERVISION AND EVALUATION
CURRICULUM MANAGEMENT

EXHIBIT 2

COST OF STAFF DEVELOPMENT

TRAVEL AND CONFERENCE	-	$ 35,000
CONSULTANTS	-	15,000
GRADUATE TUITION	-	8,000
SALARY INCREASES FOR CREDIT	-	20,000
RELEASE DAYS (385 x 1.7 x $40.00)	-	26,180
TEACHER CENTER	-	92,600
SABBATICAL	-	15,600
SUMMER CURRICULUM	-	60,000
RESEARCH AND DEVELOPMENT	-	5,000
SUPERINTENDENT WORKSHOP DAY	-	60,000
LIFE PREPARATION PROGRAM	-	35,000
		$ 372,380

$372,380 ÷ $23,000,000 = 1.6%

11/1/81

EXHIBIT 3

COST OF STAFF DEVELOPMENT

TRAVEL AND CONFERENCE	-	$ _____
CONSULTANTS	-	_____
GRADUATE TUITION	-	_____
SALARY INCREASES FOR CREDIT	-	_____
RELEASE DAYS (385 x 1.7 x $40)	-	_____
TEACHER CENTER	-	_____
SABBATICAL	-	_____
SUMMER CURRICULUM	-	_____
RESEARCH & DEVELOPMENT	-	_____
SUPERINTENDENT WORKSHOP DAY	-	_____
LIFE PREPARATION PROGRAM	-	_____
_____		_____
_____		_____
_____		_____
_____		_____

TOTAL OF STAFF DEVELOPMENT	÷	TOTAL BUDGET	=	PERCENT OF BUDGET
_____	÷	_____	=	_____

EXHIBIT 4

PITTSFORD CENTRAL SCHOOL

CURRICULUM MANAGEMENT SYSTEM

PHASE DEFINITIONS

Curriculum Review

The examination of an area of instruction, referred to here as a "program of instruction" or simply a "program," to determine if it is achieving the goals for which it was designed.

Needs Assessment

The gathering of specific data on the current status of a program including content, scope and sequence, classroom practice, and student performance to determine if the program of instruction provides students with desired learning experiences.

Goals and Objectives

The development of program goals and objectives citing desired student behavior with regard to knowledge, skills, and attitudes which are compatible with district-wide goals.

Curriculum Design

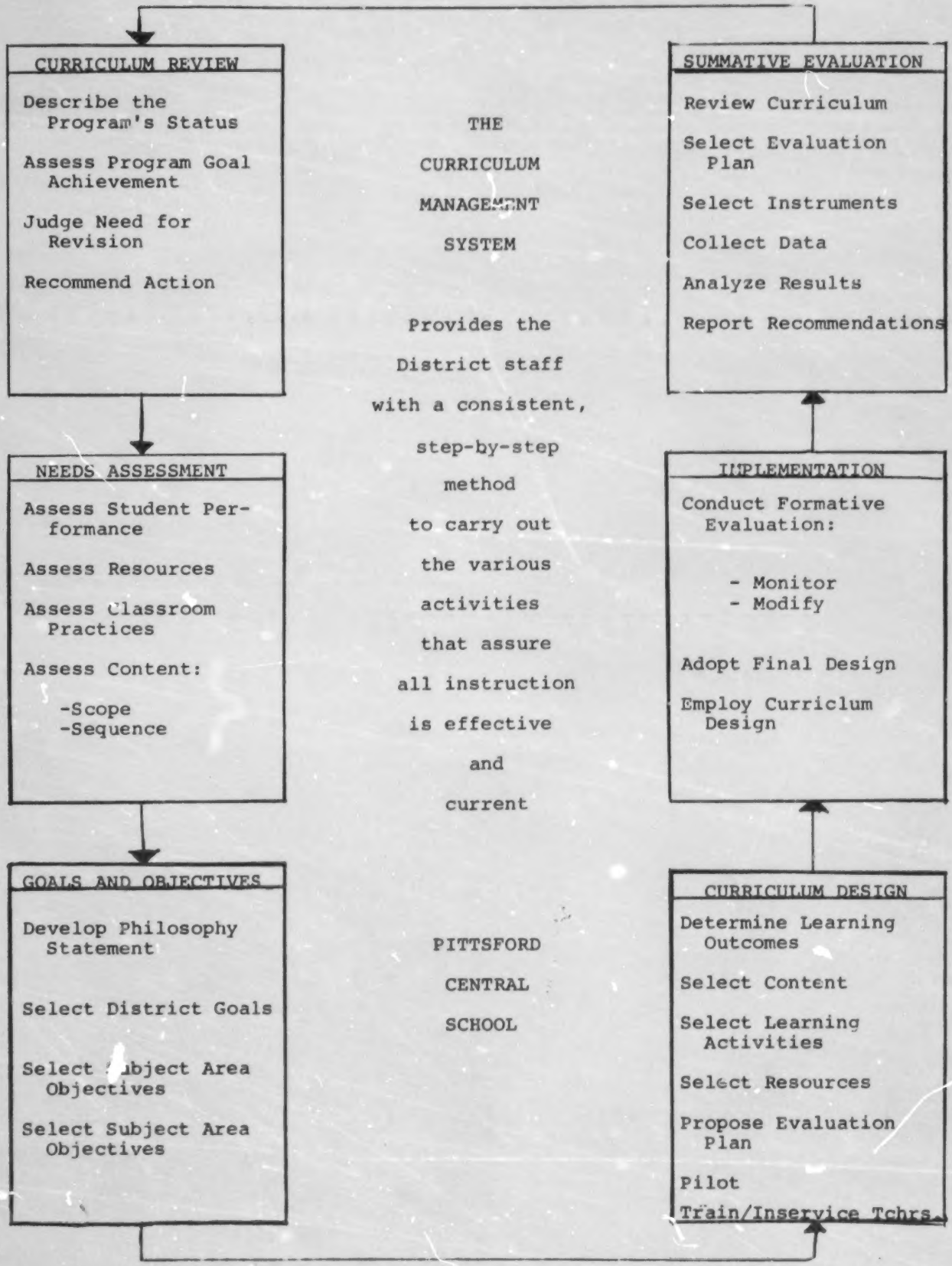
The selection of all necessary and appropriate components to produce a complete, operational program of instruction.

Implementation

The activities which cause a program of instruction to be carried out as designed, including necessary modifications to account for differences among students, teachers, and schools.

Summative Evaluation

The assessment of the overall effectiveness of a program or sub-program of instruction.


CURRICULUM REVIEW
Describe the Program's Status
Assess Program Goal Achievement
Judge Need for Revision
Recommend Action
NEEDS ASSESSMENT
Assess Student Performance
Assess Resources
Assess Classroom Practices
Assess Content:
-Scope
-Sequence
GOALS AND OBJECTIVES
Develop Philosophy Statement
Select District Goals
Select Subject Area Objectives
Select Subject Area Objectives
THE
CURRICULUM
MANAGEMENT
SYSTEM
Provides the
District staff
with a consistent,
step-by-step
method
to carry out
the various
activities
that assure
all instruction
is effective
and
current
PITTSFORD
CENTRAL
SCHOOL
SUMMATIVE EVALUATION
Review Curriculum
Select Evaluation Plan
Select Instruments
Collect Data
Analyze Results
Report Recommendations
IMPLEMENTATION
Conduct Formative Evaluation:
- Monitor
- Modify
Adopt Final Design
Employ Curriclum Design
CURRICULUM DESIGN
Determine Learning Outcomes
Select Content
Select Learning Activities
Select Resources
Propose Evaluation Plan
Pilot
Train/Inservice Tchrs.

Sunday, December 6, 1981
10:00 - 11.30 a.m.

EVALUATION OF INSERVICE EDUCATION

Presentation

Fred McDonald, Senior Research Associate
Educational Testing Service

Session Manager

Myrna Cooper, Director
New York City Teacher Centers Consortium

Clinic Leaders

1) Marcella Fugle, Member
Teacher Education, Certification and Practice Board
and Teacher, Hamburg Junior High School

2) Ann Spindel, Director
Teacher Center of Ardsley, Greenburgh and Elmsford

3) Faith Schullstrom, Director
Curriculum, Guilderland Central School District

4) Gail Reynolds, Former Policy Board Chairperson
East Ramapo Teacher Center

5) Lenore McCabe, Teacher Center Policy Board
and Teacher, East Ramapo High School

6) Ann Fitzpatrick, Director
NYSUT/Hofstra Teacher Center

EVALUATION OF INSERVICE EDUCATION

Presenter: Fred McDonald, Senior Research Associate
Educational Testing Service

(Dr. McDonald shortly into his talk asked the members of the audience to write a short evaluation of the Conference. He did not specify the criteria of evaluation. Five to ten minutes were used for this activity. He then had the participants examine these evaluations to illustrate points he was making. References are made to this activity in the body of his talk.)

Thank you all for coming here on Sunday morning. I was anticipating talking to a small audience, so I am delighted to have this opportunity to talk to so many of you.

I have spent the past four years evaluating the New York City Teacher Center. I will begin by describing the working relation I have had with the Center because it has been different than those many evaluators have with projects which they are evaluating. Dr. Patricia Kay of Baruch (who began the evaluation with me) and I decided that we would work in the program as well as evaluate it. In some sense we were evaluating some of our own work.

We each had affiliations with other institutions. We worked under a contract. There is no way, however, to disguise that we were deeply concerned about the success of the Center. But we also had our professional commitment to responsible reach and evaluation.

This would seem to be a situation ripe for conflict. But it did not develop, largely, I think, because the Center was and is so successful in its work, and because the credit for its success belongs to Myrna Cooper mainly and to her staff.

I refer to this relation here at the outset for several reasons. The first reason is conceptual. We have developed another model of organizing the evaluation system. The second is that much of what I will say has been learned in this relation. I now think that what I am about to propose to you can best be done either by you or by people with whom you can have a working relation like the one we have had with the New York Teacher Center.

One theory of evaluation methodology requires an evaluator to stand at a distance from the program being evaluated. Scriven describes "goal-free" evaluation, where the evaluator states what the goals of the evaluation ought to be, whether or not the program is intended by its designers and directors to achieve those goals. That is not the way we have conducted the evaluation of

the New York Center. We have worked very closely with the Center Director, and her staff, much to the benefit of the evaluation.

My position is that an external evaluator should be someone who genuinely cares about what you are doing, believes in its potential value, but has enough courage and skill to tell you what you need to be told when you need to be told it, whether it is good news or bad, or positive or negative evaluations. It is difficult to persuade the evaluation community of the merits of this approach because they believe evaluators must be the detached outsider (which they never are), who come in and look at what you are doing and tell you the "truth." There are real limitations to that approach, and because of those limitations we changed to our style.

I think it has certainly been useful for developing our understanding of appropriate evaluation criteria and, I hope, for providing genuinely useful data to the Center. In the last analysis the evaluator has to guarantee the reliability and validity of the evaluation data. If an evaluator can do that, then the evaluator is by definition "objective." Even if he or she hates you or loves you or whatever else makes no difference.

There is, however, the problem of appearances and I think that is the difficulty in this case. If you associate too closely with the program people, you are suspect. But good evaluation, good science, good research rests on the objectivity of its data, its confirmability, and the appropriateness of the inferences from it. The objectivity of the data depends on the clarity of the descriptions of what was observed, the conditions under which the data were collected, the method of collection. If the required conditions make it possible for someone else to confirm the observations, and if evidence of their confirmability is produced, the data are as objective as they can be.

Making inferences from the data is a matter of judgment and logic. The logic need only be open to inspection.

These statements are not a defense, but a reminder that the relation of the evaluator to the program does not necessarily make the results of the evaluation objective or subjective. I stress this point because inservice programs have small resources for evaluation, and much of that work might have to be done by the program developer or director. Will the director be forever suspect? Is there no way to evaluate by using the staff of the program? Can only the outsider be truly objective?

To answer "yes" to those questions seems to be patent nonsense, but suspicion has been bred into us, not without good reason, but perhaps more deeply than sense and logic require. Further this narrow conception of objectivity extends to the

choice of the methods of measurement. Tests seem to be more objective than interviews, even if the latter produce more valid data.

What I am about to say looks at evaluation as decision-making; decision-making that has to be done by the program people. The evaluator is a guide at best; the evaluator is also a technician who gathers reliable and valid data.

Behind the evaluator's tables and numbers is a thought-process, a thought-process which ought to become habitual to the program developer because it will be very useful. What I will lay before you is the structure of this way of thinking. I do, so that you can use it to evaluate your programs for yourself or to get the most out of your evaluator. But more importantly, to help you design excellent programs.

I have three specific goals today. One of them is to help you understand the basic concept of an evaluation well enough to write a clear evaluation of this conference in one paragraph. I am going to ask you in a minute to write a short paragraph evaluating this conference and then we are going to talk about what you have written.

Then I am going to describe four different evaluation paradigms. What I expect to happen is that you will see which one applies to this particular program, and then reconsider the evaluation you have made in the light of the paradigm which would be most appropriate for evaluating this conference. In this way I expect to demonstrate that because inservice programs are of many different characters, you ought to choose an appropriate evaluation paradigm to evaluate them. There is no one style, strategy, or method good for every evaluation of inservice programs.

What I am stressing I know goes against what in fact is your habit, or customary practices which is to pass out an evaluation sheet at inservice programs which covers many, many different items. I will be describing different ways of approaching evaluation of these programs, which I think will be more helpful to you, and will give you information that is more useful.

My third activity will be to give you a list of evaluation questions which I think have to be asked about every program.

First, what is an evaluation? In the minds of many people an evaluation is hiring an evaluator. In the minds of other people it is placing an evaluation report in their hands. In the minds of other people it is giving tests. In the minds of many administrators "evaluation" equals "tests." That particular perception or belief is unfortunate because many of the things that you want to do are not measured by, and may not be measurable by, what most people call a "test"--a sheet of paper that has

questions with alternative answers on it.

So now would you write a paragraph evaluating this conference? I think I can illustrate by your paragraph what an evaluation is all about. Then we will move into the technical aspects of evaluating inservice programs. Take a sheet of paper; write what comes to your mind. The heading is, "The Evaluation of This Conference."

(Pause for 5 Minutes)

Look at what you have written and answer for yourself these questions: can you tell from your evaluative statements what the participants in this conference were supposed to have got out of it? Can you tell what the objectives were, what the purposes were? If I read your paragraph, would I know what this conference was supposed to have done for you? There are many purposes a meeting like this and other kinds of inservice meetings can have, and a particular meeting may have several different kinds of purposes, like informing people, or helping people to meet each other. One purpose of this meeting is "to give technical assistance." A conference may be designed to stimulate exploration, collaboration, acquisition of skills and knowledge. It may serve larger social purposes, such as generating support for funding of inservice programs.

Second question. Consider the objectives of the conference. Have they been achieved? Has what has happened to you supposed to have happened to you? Actually happened to you? Yes or no. Does your evaluation report tell us that it did or did not?

Third, has it happened enough? If it did not happen at all, the result is zero. Presumably zero is not enough. But if there was partial achievement, is it satisfactory? And if it is, what are your criteria of satisfaction? Have you learned something that you did not know before? Do you have something you will take back with you? Have you met people whom you have arranged to contact again?

My last question is, when you read that evaluation report, is there something one can do as a consequence of what you have said? For example, maybe apologize; offer to reimburse you, revise the longer-term activities, the project's strategy? Does the project director know what to do next? Or is she just going to feel badly?

An evaluation report has to have that kind of information in it. But it is more important to understand that when you evaluate you should start a process which enables you to make decisions about what is happening and what is supposed to happen. How do you gather data to find out what is happening in your program? You also have to establish criteria to determine if it has happened satisfactorily.

You have to know what you can do with that information.

Evaluation is a decision-making process. It is not a test; it is not a person; it is not a technique; it is not a research design. It is a process in the mind of an individual who carries out certain activities in order to make decisions. One of the reasons that we have adopted a strategy of working closely with the New York Teacher Center's director is to get close to those decisions so that we can see that decision-making process, and organize the evaluation to facilitate it.

You will also recognize that the evaluation process has to begin at the planning stage of the project. I think you all know that and take that principle forgranted, but it is rarely done. If you know what the objectives of the program are, you know what kind of an evaluation you need. But the importance of these objectives must be thought through and agreed to also. Unless you can tell in advance what counts when you are done, you are not going to have a very good evaluation, and you are not going to know whether you achieved anything.

Most purposes can be described in very simple terms. For example: I am going to give an inservice conference for people in the State. I would like at least 100 people to attend. If that was one of the objectives of this conference, it has been achieved. Second objective: I would like these people to meet each other and get to know each other so that they can continue to talk to each other after the conference. It is easy to gather data on that purpose; all we have to do is ask how many people have now met somebody at this conference working in inservice programs whom they have not met before. How many have, by the way? (A show of hands indicated that 90% of those present had met someone.) That has been reached. Has anybody here set up an arrangement by which they will get in touch with someone else either to receive materials, call them on the phone, meet them somewhere to talk about inservice programs? How many? (A show of hands) Very good, that's over half.

Is 50 percent enough? Should it be 80 percent? Or 100 percent enough? That answer depends on how much of a difference makes a difference. I once saw a sign in a research laboratory that said, "If you can't eyeball it, it hasn't happened." This slogan points to the difference between a statistically significant difference and a practically significant difference. Both are important, but unless you can really see a change that has some substance and size to it, then you have not accomplished very much. Set your criteria by visualizing what an important change would look like.

By this time you should have the following concept of an evalution. It is a process which begins by making a series of decisions about what the objectives are to be and what the criteria

for achievement of those objectives are to be. Nobody can make those decisions except those people who have a stake in the outcomes of the program and have the right to say something about them. In my experience when that does not happen, the evaluator decides what your objectives should have been. The evaluator then writes a report based on his or her conception of what you ought to have done. Since the evaluator is usually fairly verbally skillful, he or she persuades your patrons that is what you should have been doing.

I once was co-director of a project evaluating ESEA desegregation efforts. I read the original legislation about what that program was supposed to do. It was written in the classical style of our legislators, very general, vague, and in essence said, "We are going to give some money to help people desegregate their schools because they can use this help." I knew a program director whom I asked, "What is it you were trying to achieve with this money?" And he answered, "Well, I'd go around and I'd find out what they were trying to do to facilitate desegregation and I'd give money if I thought it was a good idea." When I looked at the criteria for evaluating this program they were: (1) better race relations among teachers, students, in the community; and (2) better school achievement for minorities (so there was a whole series of achievement tests that were supposed to be given to measure this objective). What had happened was that the social scientists who subsequently designed the evaluation decided that this was the way to evaluate this program. The people who originally designed the specific projects had nothing to say about the criteria for evaluation.

These criteria are negotiable among all people who have an interest in the program, but they ought not to be decided ultimately by the evaluation staff. The danger of thinking of evaluation as an activity done by this "outside" person is that you may abdicate your primary responsibility to know what you are doing, to evaluate it for youself, and to speak clearly and intelligently about your purposes. If you think of evaluation as a process of making a series of decisions, you will see how important your role in it is. You will also see that evaluation has to run through the whole inservice project from the beginning to the end. It can be the warp of the product that you are weaving in inservice education.

Look at your evaluation report. How many of you wrote it from the perspective of what you wanted to get out of the meeting, rather than from your knowledge of what the conference organizers wanted to achieve by this meeting? (A large majority responded in the affirmative.)

There are two possible perspectives for evaluating this conference. One is the perspective of the people who organized this inservice conference. Their purposes were to bring people

together who are going to collaborate and who ought to collaborate on inservice programs to inform them on a variety of topics about which it has been assumed that they need more information or knowledge. The conference is part of a larger program of technical assistance; it is to lay a base for future activity for working with these groups. There are broad, social objectives of the kind that agencies, whether they be state or local agencies, usually adopt. Therefore, the criteria of whether this is an effective conference is whether or not those objectives were achieved.

On the other hand, people who come here do not evaluate this conference from the perspective of the creator of the conference. The participants want certain kinds of things out of it, and therefore will evaluate the conference in terms of those particular goals.

How do you reconcile or balance these perspectives? One way is to do two kinds of evaluations. Do one from the perspective of the participants, in which you make a real effort to find what they wanted out of the program. This will be a frustrating experience at times because you will find that if may have nothing to do with what you had in mind, and that, therefore, what you had planned bore no recognizable connection to what the participants wanted. On the other hand, you have a right to have legitimate purposes independent of the participants' purposes. You also want to know if these purposes were achieved.

This conference was set up to achieve specific goals. Did it do it? Yes-no. But people came to this meeting with their own objectives. To what extent did they get what they were looking for?

Why this difference in purposes? Perhaps people really did not know what the meeting was to be about when they came. Some people come to meetings only to protect their interests, to make sure something does not happen they do not want to happen.

I have had some very painful experiences with these discrepancies An inservice meeting was set up. It was clear what it was supposed to do. In advance we had asked what people wanted. When the participants arrived their goals had absolutely nothing to do with what we had prepared. I have had people show up at inservice meetings who just wanted to get away from their districts for a week, and there was nothing I could do to make that meeting enjoyable or profitable for them. They had achieved their goal the moment they got into the car or were on the train or the plane. In the case of one such person I said very frankly, "Look, let's work this out. What would you like to do, so you don't get in my way, and I don't get in yours?" He said, "Well, there are some people around here I would like to visit." "O.K. give me their names, and I'll arrange meetings for you." And he went, and we were both happy. That was an extreme case.

But another time three people cam to an inservice course

on accountability because they were going to start an accountability program in their district. They had no intention of adopting, adapting, or learning anything that we proposed. They had been sent by their district "to learn about accountability." They had a problem: How to live through these five days and not go back too knowledgeable, because if they were not too knowledgeable, then they would not have to implement a program that everybody was against in the first place. You cannot do much about such things.

Our inservice programs are open, voluntary programs: people come to listen, to try ideas out. If you ignore such particular purposes in gathering evaluation data you are not going to look very good in the results. Plan your evaluation from the dual perspectives of the program developer and the program participants. You will then be able to weigh the results on the scales of purpose and achievability.

Another problem: I asked you to make a summary evaluation. You have been here for a day and a half, and there have been four or five major events in the program in that time. What does your summary mean? How did you put it together in your head? Is it a linear combination of weights across each of the events that you made up or was your attention focused on some outstanding event that shaped the whole conference for you? One session frequently determines our evaluation of the whole conference.

It is important, therefore, to know these subtleties in weighting which individuals use. They are usually influenced by the substance of the meeting, the style and format with which it is conducted, the personalities involved, the time, the place, the weather. You need to, it seems to me, evaluate each part of a program separately, get some overall rating, and then correlate the individual rating of parts with the total rating. List the components and opposite each component list the average rating of that component and the average total rating.

The way to organize these data is first to list by persons their total ratings of the program and each of their ratings for each component. Then calculate the average of their total ratings, and the average for each of the components. You are now ready to put together the above table. (You can do that correlation quantitatively with a hand calculator which is programmed to do these correlations.)

Inspect the correlation between session A and the overall rating of the conference. Use a very simple decision rule. Eliminate or radically revise anything that is negatively correlated with overall ratings; it will turn (and probably has this first time through) against trying to do and interfere with its success. The exception is when the component is rated high and the total is low.

I have given you some rules in describing the essential character of an evaluation; these are:

1. The program's goals must be clearly stated or described and agreed upon by the stakeholders in that program.

2. Criteria should be set by which the attainment of the goals will be judged successful or unsuccessful. These criteria state what to look at or for to tell if the program is working successfully and what level of that goal has to be reached before the program will be judged successful.

3. The evaluation system should collect information on the participants' goals and expectations and the results of the evaluation should differentiate between their goals and those of the program.

4. Summary evaluations should give you information on evaluations of parts of the program. Check these ratings of the components against the total ratings.

5. The evaluation data or the evaluation report should tell you unambiguously whether or not you have attained your goals, and should give you information on what to do next.

Remember that evaluation is a decision-making process, and that as program developers and directors you must be involved in it to improve the quality of the evaluation and to make it useful for your programs.

EVALUATION PARADIGMS

Now, let's talk about some evaluation paradigms. An evaluation paradigm is a model of the major components in the structure of an evaluation. It describes what must be in the system if you are to answer the questions you want answered. Choosing an appropriate paradigm is one decision, the most important one, in that decision-making process I have been describing.

The reason you have to choose a paradigm is that there is no one way to evaluate every program. Moreover, this choice depends on what you are trying to do. An organization like a Teacher Center has four or five different programs and is functioning continuously. There are many things to evaluate, and you need to be clear about the kinds of evaluation models you should be using for such service. In most cases you will be using more than one. I will now describe some of these models.

First, the deficiency model. What assumptions are made when people design and evaluate in terms of this model?

What criteria do they use to determine, or what criteria should they use to determine whether the goals have been achieved? People use deficiency models because they believe teachers lack skills or knowledge or proper attitudes, or they lack something which the inservice program is going to supply.

The appropriate design to be used if you want to know if the program had an effect is a pre-post design. You need to know how deficient the participants were at the beginning of the program and you need a second measure subsequent in time. You need both of those pieces of data, otherwise you cannot draw a conclusion.

What are the criteria of a significant effect? You can set a specified criterion that the teachers or others have reached, such as, "Remove x deficiencies." You can describe the amount of the deficiency which has been removed. It is, however, difficult to measure the removal of deficiencies directly, unlike health programs where it is relatively easy to define a "true" deficiency, and to know when it has been eliminated. In education, it is not always clear that a supposed lack is in fact a true deficiency, that is, its absence is harmful. Secondly, you may not be clear when the deficiency has been removed.

But in all cases the rate of improvement is the basic criterion of an achieved effect. This change can be detected by observing the person using what is to be learned, or showing in some way that they know something they did not know before or that they think differently now or act differently. In order to know whether somebody has acquired a skill, you have to watch them use the skill. You can use microteaching; you can do various forms of simulation; you can look at their classroom performance. They may produce a product. You can evaluate what people learned in that workshop by the products they produce in it. In many inservice programs product evaluation is the most appropriate form of evaluation.

Direct measurement is to be preferred to indirect. It is better to observe a teacher than to ask the teacher what he or she is doing. (This latter method is not to be scorned; it is necessary to find ways to verify what has been stated by the teacher, even when he or she claims to be doing nothing as the result of your program.)

It is important to try to assess degrees of change because there will always be some variation in the amount of change. But sometimes you will find this difficult and will have to settle for a "change--no change" scale.

Do not begin by looking for a test or available scale. First think through what the change should look like, and then how best to observe it. Do not force your conception of goal-attainment into the boudaries of an available or popular measure.

These are matters of imagination and skill. Remember the basic requirements are that you have a clear idea of what the change should look like--the behavior after the deficiency has been removed--and you should know where the participants were at the beginning of the program, and where they are after it.

Remember also that what is being called a "deficiency" may be a simple lack of a skill, or the teacher may have never been trained in the method or the curriculum. In this case the name changes to the acquisition model, but the design remains the same.

A second type of model is the exploration paradigm. The purpose of this type of an inservice program is simply to give people the opportunity to learn more about something and to arouse their interest in it. The assumption is that the people need to investigate an idea or a method or a skill, hear about it, explore it, think about it, talk to other people, see how they have used it; all before they try it, or before they decide they are going to adopt or adopt it.

You begin by finding out how they think about this topic. They may have only the haziest notions of what it is about, but they like the title; for example, "Creative Explorations of Stress Management." Most of us use enticing labels and people will come because they want to explore something new. So it is very important to find out what it is they are interested in, because they really may be interested in something quite different then what the course is supposed to interest them in, (or the program, or the workshop, whatever it may be).

At the end of the program, you look for three things. What are their interests like? Are they really interested in the topic? Do they want to do something? Second, have they started to make adaptations of what it is that you are trying to get them interested in? Are they willing to try it by adapting it? Third, have they done some real adoption with or without adaptations. You can locate the participants on this simple scale.

If most people say, "Yes, I'm interested in it, but I'm not going to do anything about it," ask why they are not going to do anything about it. Some of their answers will describe situations where they cannot use what they have learned: "I'm not going to teach that class next year, so I can't use it there"; or, "You taught me creative exploration of literature and I have the Regents Competency remedial reading class and I just can't use what you taught me." They have become interested but they have no way to use the new ideas.

Be very careful about evaluating adaptations. I personally think, and see if you agree, that if I take something you offer me and fix it up to suit my needs and style, you have succeeded. Most teachers do that and why shouldn't they? None of these

ideas or methods that we promote work so well that people have to apply them literally, and, you would expect intelligent, professional people to make their own adaptations. It is when they reject the idea you have not succeeded. Therefore this criterion (of adaptations) should include changes like the number of adoptions, the number of further explorations, the number of further adaptations, etc.

Remember that you want to know if the participants are trying or are willing to try what you have taught them, or offered them. Do they use it? How much do they use it? Did they try it and give up? Did they modify it and then try it? Did they try it and then modify it? Did they invent an advanced form? Will they try it again? Have they recommended it to a colleague?

The third paradigm is the social influence paradigm. You use this model when you are trying to influence other people to believe something, to collaborate, to work together, to change their attitudes or beliefs. The conference, the workshop, the program, the book, whatever it is, is organized to get people together, to talk to each other, work together, believe in what you are doing, something of that sort. Many programs, conferences especially, are primarily of that character. They are social events more than they are training or education events.

The design to be used here is a measurement of the original attitudes and efforts people are making, followed by a post-program measurement of attitudes and new efforts. For example, if one of the purposes of this conference was to build a base of support for inservice allocation in the State budget among the criteria should be: To whom do the participants subsequently talk? Do they talk to their legislators? Do they talk to administrators who talk to legislators? Do they talk to school boards? Are letters written?

Remember that you have to decide in advance whether such criteria, are fair, appropriate, and reasonable. But if one of the purposes of this conference is to bring people together to collaborate, to work together, it is attempting to exert influence and should be evaluated accordingly. It may have other or secondary purposes, but the main criteria of its effect should be the number of people who have been influenced to participate in a proposed collaborative effort. So you measure the number of collaborations, the quality of the collaborations, the influence efforts people make to get Teacher Centers or Teacher Corps projects started, or materials diffused, or to persuade administrators that inservice is now a critical matter, and so on.

Those are some of the major programmatic and evaluation paradigms for inservice programs. When you have several purposes in a complex program, you need to use several different evaluation paradigms.

There are two paradigms I wish to call to your attention. One of these is the teacher as "implementor" paradigm. The goal of the inservice program in this frame is to train a teacher to do something that the school district wants him or her to do. It may be to implement an entire curriculum; for example, in Jefferson County, Colorado everything is specified, the objectives, the evaluation methods, the materials of instruction. To be a teacher in that system you must learn the system. You can not survive if you do not know the system. The administration provides inservice training so that teachers can learn the system.

This inservice education would best be evaluated by counting the number of teachers who implement the curriculum the way it is supposed to be implemented. A more sophisticated evaluation would define degrees of implemenation and measure how many teachers reached each degree. Information on difficulties with implementation would be useful for improving the inservice program.

There is another type of inservice education that I call "political showboating," where an administration decides that they have to persuade the public that they are doing something about an urgent and unsolved problem, the reading problem or pregnant teenagers. They therefore do something with much accompanying publicity, including an inservice program for teachers. Especially an inservice program. You can easily evaluate this kind of program if you must. Do people really believe that you are doing something important? If they believe that you are doing something, you have succeeded.

But I think we should be honest about such "innovations." They may be necessary at times to win public confidence. Some people do use them as a substitute for genuine educational improvement, however. We know that for a fact. Some people use them for personal aggrandizement, to promote themselves and to demonstrate how good they are. We know that. Evaluations are made to demonstrate their great achievements, and quietly buried when they do not. I myself, if I know that is what is happening, will not participate in such evaluations.

Those are the models. I have not been giving you methods of measurement. I have been giving you models of structures of criteria. These criteria have measured various behavioral referents, such as rates of improvement, influence attempts, adoptions of practices, and others.

Some simple rules are implied in what I have been saying. They are:

1. Look carefully at what you are trying to do, and choose an appropriate evaluation model. If you have several purposes, you will need more than one model.

2. In all cases begin by finding out where the participants are with respect to the stated goals. This information also has great practical value because you may have to do some redesigning

to accommodate their levels of performance or current attitudes or stated needs.

3. Do not confuse how you are trying to do something with what you are trying to do. You may have set up an exploratory activity but the purpose is to remedy a deficiency, not just to explore. Exploring is a means; do not use exploratory paradigm criteria therefore.

4. Remember you must be clear on what the change will look like. Finding a way to measure it validly depends on the clarity of this conception.

5. There may be many different criteria of a particular kind of change. List them all, and choose the ones likely to occur because of your program. Be down-to-earth, and do not be tempted by glamourous criteria if there is little likelihood that they will be achieved.

6. Once you are clear about the specific criteria, find a clever way to get the relevant data. Avoid tests unless they are really appropriate. Do not sacrifice validity to convenience. Direct measurement is to be preferred. Do not shy away from interviews or observations. They may give you more valid data.

Here are some questions that I think one needs to ask in any evaluation which you are doing. You may also use them as a way to find out if you are getting a sensible evaluation if you have employed someone to do the evaluation. Use them as a guide to decide how much and what you want in the way of an evaluation. You can use them as a checklist to make sure that you yourself are checking out everything about your program that needs to be checked.

First there is a set of questions to be asked on the technical design of the inservice program. Answers to them frequently explain why the program does not work well. The first question in this set is, was what was to be learned well specified? Would I, as a teacher participating in this program know clearly what it is I was supposed to learn? What is to be learned can be learned about in many ways--through some form of modeling, or demonstration, or explanation, or description. Whatever the mode, was it clear what was to be learned? Now, think about yourself. If it is not clear what is it that you are supposed to get out of a program or workshop you are on your own for learning, and you may learn a lot of things that are irrelevant to what the developer or mediator of the program hoped you would learn. Is there a component in that program or activity that clearly indicates what it is to be accomplished by the participant?

The second question: How much of what is offered to the teacher or taught to them has to be modified, adapted or generalized from what you are teaching? If they have to adapt, generalize, or extend the implementation is all the more difficult. There-

fore, it will be more difficult to reach the criterion you set to measure your success.

I did a study in modeling years ago. We were trying to find out under what conditions a teacher would learn a teaching skill by watching a videotaped model performing the skill. We had several experimental conditions in one of which the trainees literally taught exactly the same lesson they saw the model teaching. The trainees in this training condition did not want to use the identical lesson because it was too artificial for them. When they did, they imitated the model perfectly, but they also said, "I would never teach that lesson in my class because it's totally irrelevant to what I am teaching, but I demonstrated I could do it."

In the second condition the trainees had to take the same set of teaching behaviors and adapt them to their own teaching subject matter. The amount of use of the modeled skill was much less in that second condition. The major burden of the adaptation was on them.

Therefore either you have to modify the program so that you give the participants more time to adapt and try out the adaptation, or you have to take the lack of adequate time into account in selecting an evaluation criterion.

To set your criterion sensibly ask: How much support is given to the teacher during the application? An invariant principle in all learning is that the learner has to have some support during the practice and application of what it is being learned. If that support is not in the inservice program, the program's effects are going to be weak.

The fourth question to ask is, Is there a feedback component? Have you devised a way to help the teacher know if he or she is making the application correctly? Can they get help when they have problems? Do they have someone to talk with about their efforts to use what they have learned? It is well known that without feedback which helps the learner profit from mistakes or difficulties, learning, applications, uses occur slowly, may be abandoned, or may be used in a more difficult form or erroneously.

These four questions are really criteria by which to judge how well a program has been designed. If one is missing, the results may be attenuated. If two are missing, they most certainly will be. If only one is present, the success of the program depends almost entirely on the motivation and talent of the participants. One wonders why the program is being offered.

I also recommend that you use these four questions to design your program. You may also use them to review how you are doing and you can use them to decide how much of an effect you are to have. For example: a workshop was conducted on a black studies

program that was to be put into the curriculum. It was essentially a presentation on the content to be covered which you could not begin to absorb in the three hours that were alloted to the workshop. Books and materials were on display, but you would have to study all this material and then figure out how to teach it (the person who had been assigned to conduct this workshop had spent a month just reading all the material that was relevant to the content of a black studies program).

Now if you want an effective black studies program you either provide the time for teachers to learn this content and how to teach it or you just do not expect to have an effective black studies program. There are going to be omissions of content, there are going to be poor descriptions and weak explanations if you do not. If you want quality implementation, you have to produce a quality inservice program. In many cases the inservice program is a weak training program, a weak educational program, because these four questions have not been asked and answered affirmatively. If you can answer them affirmatively, in my opinion, you have already done about 50% of your evaluation.

There are other criteria of a good program. There are questions related to effectiveness. The first set were related to technical design, these are related to effectiveness. The fundamental question is very simple, does the program work? Is it producing people who act differently? If there is no evidence of that change, then the program is ineffective; less politely, it has failed.

The second question is a standard question. Are there any undesirable effects? I saw such an unanticipated effect. We were assessing an inservice program. It was a modularized program. In this particular program you went through one module, and then we observed in your class to see if and how you were using what you had been taught in that module. After several weeks you went through another module and other modules on teaching reading. Teachers who did very well on the assessment module had lower "gains-scores" in reading. Why did that happen? The teacher did so much assessing that the amount of instructional time went down.

As you well know as experienced teachers and administrators, teaching behavior is an interdependent kind of behavior; if you do more of one kind, you do less of something else. Even though this module was taken in the six weeks before the annual district testing, there was no beneficial effects because of the lost instructional time.

How powerful is the treatment? That is the third effectiveness question. How strong is it? Does it really make a large difference in the lives of the teachers? (I am deliberately ignoring effects on pupils because if you do not have an effect on the teacher, you are not going to have any effects on the pupils.)

The fourth question is, is it better than what you are doing now? If whatever teachers are doing now is producing reasonably desirable effects and what you do does not substantially improve that, then no significant change has occurred.

Another category of questions pertain to social consequences. Has the program intervention that you have managed in the inservice program been accepted? Has it had supporters? How many are there? The second question is a correlative of that. Does your program have enemies? Have you produced enemies? Quite frankly most of these new inservice programs produce enemies. They threaten somebody--education, an established program or a way of thinking about inservice education, or something else. The third question: Who has to believe that this program is worthwhile? These are social/political questions that are, in my opinion, part of the evaluation of an inservice program.

We are doing an evaluation of an implementation of mastery-learning teaching in New York City. It is very important to know whether the school administrator supports teachers when they try mastery learning. It is very important to know whether department heads support mastery learning. It is very important to know how many teachers in the school are for it or against it, because a teacher will not use a new innovation if four friends in the department are going to criticize you every time you try that. This information is a solid part of any systematic, programmatic evaluation.

Last category of questions, costs. What is the per teacher cost? Calculate carefully because some of it is money you would be spending anyway. Secondly, is there a stable funding source? You cannot continue without it and the constant scramble for funds may reduce your effectiveness. The third question is, what is the marginal utility of what you are doing? In order to improve matters you have had to spend money, sometimes more money than is now being spent. Inservice education is not necessarily an exercise in finding an alternative for the same cost that is better than what you are doing now. It may or may not be. In order to achieve certain goals, however, you may have spent more money than the old programs. The marginal utility is how much more you achieve for the extra investment that you are making.

If the per-teacher cost is low, as it almost invariably is, and if the marginal utility is large, you have answered the economic questions satisfactorily. If you have also gained support, your future is assured. (Note that if the marginal utility is increased, you are automatically attaining some of your goals.)

These questions are sensible. Do not fight them. If your program is not well-designed, redesign it. If you are not reaching your goals, find out why and improve your program or retire from the field gracefully. If you are collecting enemies, you had better know why and assess their social power carefully. If you are expensive, you will have to bring costs down.

On the other hand, if you can answer these questions affirmatively, you are a great success. Pick any two. If you can answer them affirmatively, you deserve recognition and all the help you need.

In Conclusion:

I have avoided treating evaluation as a matter of choosing the right tests, or the best measurement design. Evaluation requires more than a knowledge of statistics.

I have presented evaluation as a decision-making process. The questions I have stated as needing answers, the paradigms I have presented are ways to help you think clearly about that process of making decisions.

I have tried to give you a framework for thinking. Have confidence in your ability to think clearly about your programs, You know what you want to achieve, and you know it when you see it. You know when the effects are strong. That knowledge is essential for designing a valid evaluation. The rest is technique.

Try your hand at designing your evaluations. Interview and observe, and study what you saw and heard. Make inferences and test them. Make predictions and look to see if they are confirmed. You can do all of these things, and they are the essence of the decision-making process called evaluation. Use what has been offered here as a guide. Soon you will be beyond it. Thank you.

CLINIC SESSIONS

Small group "clinic" sessions were convened immediately following each of the six major conference presentations. Clinic sessions were chaired by Teacher Center Directors, Teacher Corps Directors, Curriculum Directors from local school districts and some State Education Department personnel.

Purposes for the clinic sessions were:

1) To discuss each major presentation in greater detail.

2) To raise questions for further consideration.

3) To identify needs of school district personnel for additional technical assistance in planning and implementing inservice education programs.

4) To share exemplary and successful inservice education experiences.

In addition to the regularly scheduled clinic sessions, additional small group sessions were conducted by Teacher Center Directors for conference participants who asked for information on setting up teacher centers and on teacher center activities.

Highlights of Clinic Sessions

Proceedings of small group sessions were summarized by recorders. The manner in which the sessions were conducted varied with the clinic leader, however there was general concensus that the small "clinic" sessions were extremely valuable.

Some representative comments and questions emerging from clinic sessions were:

1) There was a keen interest in the "needs assessment" topic and participants discussed the variety of needs assessment procedures which could be used. Some participants asked for a needs assessment plan which they could use in their own districts. Discussion about the various sources of needs included questions and comments about priorities of needs, the effect of mandates on needs, dealing with changing needs, using needs assessments as motivation, the critical importance of needs assessments to effective in-service education, and techniques for involving all "stake holders." Participants expressed need for further discussion and technical assistance with designing and using needs assessment.

2) During "clinic" session a number of participants shared effective methods for delivering inservice education. Discussions centered around a broadened definition of inservice education beyond the rigid "course work" approach. Problems and solutions were offered concerning time of day for inservice activities, creative approaches to "released time", and providing long range support for teachers. Successful use of "resource" teachers was presented as an idea by teacher center personnel. Clearly evident was the fact that there are a number of "creative" ways for conducting inservice education which can be tailored to fit particular types of inservice activities. Credibility of resources for inservice education was also a topic of concern.

3) Teacher Center and Teacher Corps Directors and policy board members provided some very specific answers to questions about effective collaboration based on their own experiences. Questions and discussions about roles, responsibilities and governance permeated many of the small group sessions. Those who reported successful collaboration indicated almost unanimously that many of the fears about problems they had anticipated before the process began either never materialized or quickly faded as groups began to work together and trust each other. Some reported quotes were, "Involvement is not collaboration," "Collaboration demands concensus."

4) The major speaker on funding stimulated much discussion and exploration of sources of funds at the district level. Participants stated that major technical assistance efforts should be provided to school districts to assist them in finding adequate funding for inservice education from all available sources. Strategies for multi-district cooperation were discussed.

5) Most participants felt they needed help in planning comprehensive inservice education programs. Questions arose concerning responsibilities for planning, involvement of appropriate groups, approaches to planning, and bases and techniques for motivating superintendents and boards of education to plan. Some disagreement was expressed with the statement that only short term planning for inservice education should be undertaken. Several school districts reported on their own effective inservice plans. (Efforts will be made to circulate information about school districts who have developed satisfactory plans.)

6) Following a very excellent presentation on evaluation, participants elected to remain in the large group session to ask the presenter specific questions about evaluation.

The concensus of most groups was that while evaluating inservice education activities is very difficult, it is crucial to planning and implementing successful inservice education programs. Participants expressed a strong desire for follow-up technical assistance on designing evaluation systems suggested by the speaker.

Participants were informed that conference proceedings would be made available and that subsequent conferences would be planned to address their expressed needs.

CONFERENCE PARTICIPANTS

George Pixley
Nazareth College
4245 East Avenue
Rochester, NY 14610

Virginia C. Rederer
61 Trolley Road
Montrose, NY 10548

Walter Sharp
Liverpool Central School
800 Fourth Street
Liverpool, NY 13088

Richard Smith
Whitney Point Central School
Whitney Point, NY 13862

Jeanne Race
Liverpool Central School
800 Fourth Street
Liverpool, NY 13088

Joseph Purcell
25 East 15th Street
Huntington Station, NY 11746

Willard C. Schum
Swetman Hall
SUNY Oswego
Oswego, NY 13126

Anne Simays
Malone Federation of Teachers
Davis School
Malone, NY 12953

Dolores Snowden
Lakeland Central School District
Administration Building
Shrub Oak, NY 10588

John Robson
45 Allendale Road
West Seneca, NY 14224

Robert Pursell
Whitney Point Central School
Whitney Point, NY 13862

Jerry Rice
Regional Planning Center
1015 Watervliet-Shaker Road
Albany, NY 12205

Andrea Skiliar
Great Neck Teachers Association
345 Lakeville Road
Great Neck, NY 11020

Joan Southland
East Islip Teachers Association
Box 399
East Islip, NY 11720

Ralph Pescuma
27 Brookside Avenue
North Babylon, NY 11703

Wallace Ryall
Phipps Annex
345 Lakeville Road
Great Neck, NY 11020

William A. Scoones
Ithaca College
Ithaca, NY 14850

Debra Smith
Cooperstown Central School District
Linden Avenue
Cooperstown, NY 13326

Dorothy C. Stanton
Education Department
Russell Sage College
Troy, NY 12180

Betty Roberts
21 Hillair Circle
White Plains, NY 10605

Maureen Ryan
JFK Intermediate School
101 Lake Avenue
Deer Park, NY 11729

Bruce A. Segall
Greene Central School
South Canal Street
Greene, NY 13778

Ron Smith
7 Stalker Lane
East Satauket, NY 11733

Joanne Stickler
HC Williams Sr. High School
99 State Street
Canton, NY 13617

Carol Parker
Half Hollow Hills Teachers Association
900 Walt Whitman Road
Melville, NY 11747

Ted Lindenberg
West Haverstraw ES
Blauvelt Avenue
West Haverstraw, NY 10993

George Mann
Bethpage School District
Cherry Avenue
Bethpage, NY 11714

Sylvia Matousek
201 South Main Street
North Syracuse, NY 13212

Irene M. McNulty
Administrative Offices
16 St. John Avenue
Binghamton, NY 13905

Rose Moskowitz
Middletown Teachers Association
133 Wickham Avenue
Middletown, NY 10940

Richard Pearce
Teacher Center-Bacon 117 SUC
1300 Elmwood Avenue
Buffalo, New York 14222

June T. Torns
40 Pleasantview Court
Copiague, NY 11726

Gwen Marable
132 Oak Avenue
Hempstead, New York 11550

Richard H. May
5355 West Taft Road
North Syracuse, NY 13212

J. McSweeney
Unatego High School
Otego, NY 13825

Patricia Sweet
North Rockland Teachers Association
77 South Liberty Drive
Stony Point, NY 10980

John T. Lawler
Monticello Central School
Port Jervis Road
Monticello, NY 12701

W.J. Lowe
SUNY College at Cortland
Cortland, NY 13045

Carl Markello
45 Allendale Road
West Seneca, NY 14224

Martha W. McAvin
State University of New York
State University Plaza
Albany, NY 12246

Howard Mettelman
Camden Middle School
Camden, NY 13316

William Sweet
34 Van Houten Fields
West Nyack, NY 10994

Elizabeth Tank
Lakeland Central School District
Administration Building
Shrub Oak, NY 10588

Charles R. Trovato
128 Milligan Land
West Babylon, NY 11704

Norman Whyte
Colton-Pierrepont Central School
Colton, NY 13625

John L. McDowell
Nyack Public Schools
South Highland Avenue
Nyack, NY 10960

Heidi Watts
SUNY College at Cortland
Cortland, NY 13045

Sandy Wilson
Lake Placid Elementary School
Lake Placid, NY 12946

Frank Temmerman
Assistant Superintendent
Whitehall Central School
Whitehall, NY 12887

Thomas Palmer
201 Cantigny Street
Corning, NY 14830

Maria Petraglia
Bay Shore School District
393 Brook Avenue
Bay Shore, NY 11706

Dorothy McGarvey
Malvernme U.F.S.D.
Woodfield Road
Rockville Center, NY 11570

James Mitchell
369 North Avenue
New Rochelle, NY 10801

Christine Nash
2[illegible] Lindbergh
Rensselaer, NY 12144

Joanne Conlon
JDFF-LEWIS-HAM-HER-ONEI
BOCES
Watertown, NY 13601

Robin Janell
Yonkers Public Schools
145 Palmer Road
Yonkers, NY 10701

Joseph E. Donohue
Yonkers Public Schools
145 Palmer Road
Yonkers, NY 10701

Arline Winerman
P.O. Box 604
Smithtown, NY 11787

Sharon Woods
Yonkers Public Schools
145 Palmer Road
Yonkers, NY 10701

Elizabeth Cooley
RD 1, Joslin Hill Road
Frankfort. NY 13340

Christopher Dardis
Bronx, NY 10471

Maryanne Driscoll
Mason Hall
Hofstra University
Hempstead, NY 11590

Robert Elmes
SUC Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

Paul Wolfe
Bath Central School District
Ellas Avenue
Bath, NY 14810

Sanford J. Zeman
State University College
Fredonia, NY 14063

Beverly M. Karpiak
1 El Dorado Drive
Clifton Park, NY 12065

Marie Canner
Lindell School
Lindell Blvd.
Long Beach, NY 11561

Charles Ebetino
Port Jefferson Public School
High Street
Port Jefferson, NY 11777

Gail M. Evans
Wayne Central
Macedon Road
Ontario Center, NY 14520

William C. Wood
Iroquois Central School
Box 32
Elma, NY 14059

Roland O'Neal
Lakeland Central School District
Administration Building
Shrub Oak, NY 10588

Joseph Caroselli
Half Hollow Hills Schools
525 Half Hollow Road
Dix Hills, NY 11746

Rocco C. Cardillo
Yonkers Public Schools
145 Palmer Road
Yonkers, NY 10701

Marvin Fleisher
57-03 246th Crescent
Douglaston, NY 11362

John Fagen
P.O. Box 604
Smithtown, NY 11787

Eileen Woods
Dansville Elementary Schools
Dansville, NY 14437

Eileen M. Zinck
25 Teapot Lane
Smithtown, NY 11783

Helene A. Johnson
176 Governor Avenue
North Babylon, NY 11703

Martha Keating
6009 Pitts. Pal. Road
Fairport, NY 14450

Barbara Kohler
North Rockland Teachers Association
77 South Liberty Drive
Stony Point, NY 10980

Donald R. LaBombard
1 Udell Way
East Northport, NY 11731

Rodgers M. Lewis
Roosevelt UF School District
240 Denton Place
Roosevelt, NY 11575

Sally Magogna
Mt. St. Mary College
Newburgh, NY 12550

Anthony Anacreonte
Pt. Jefferson Public School
High Street
Pt. Jefferson, NY 11777

Gerald L. Blair
Lake Placid Central
Lake Placid, NY 12946

Sue Bouplon
Hoosick Falls Central School
Hoosick Falls, NY 12090

David Jones
P.O. Box 604
Smithtown, NY 11787

Eileen R. Gillespie
61-4A Richmond Boulevard
Ronkonkoma, NY 11779

Mary Lou Grates
Camden Middle School
Camden, NY 13316

Charles B. Hayes
OAS-SEHNAP NYU
239 Greene Street
New York, NY 10003

Charles H. Chase
291 East First Street
Corning, NY 14830

Clair Ashey-Davis
113 West 60 Street
New York, NY 10023

Donna Blake
Stillwater Central School District
Stillwater, NY 12170

Eric Bright
Frank-Essex-Ham BOCES
North Franklin Education Center
Malone, NY 12195

Elaine Berman
Pt. Washington School District
100 Campus Drive
Pt. Washington, NY 11050

James Gleason
North Babylon High School
North Babylon, NY

Frank Gray
Hyde Park Central School District
Old Post Road
Staatsburg, NY 12580

Harold J. Hoffman
Half Hollow Hills School
525 Half Hollow Road
Dix Hills, NY 11746

Katherine Chester
Whitesboro Senior High School
Marcy, NY 13403

Ruth Auer
45 Allendale Road
West Seneca, NY 14224

Charles J. Blakeslee
1500 Colvin Boulevard
Kenmore, NY 14223

Phillip Burkholder
Maine-Endwell School District
712 Farm To Market Road
Endwell, NY 13760

Elaine Berman
Port Washington UFSD
Port Washington, NY 11050

Warren L. Gleckel
SUC Buffalo
1300 Elmwood Avenue
Buffalo, NY 14222

Ellen Greenberg
Phipps Annex
3435 Lakeville Road
Great Neck, NY 11020

Jack Holly
233 West 21 Street
New York, NY

Faith Cleary
Port Washington School District
100 Campus Drive
Port Washington, NY 11050

Rose Tuckett
Lakeside-Ramapo UFSD
South Main Street
Spring Valley, NY 10977

Russell O. Blodgett
Averill Park School District
Averill Park, NY 12018

Patricia Bulger
Frontier Central
4422 Bayview Road
Hamburg, NY 14075

Stephen J. Berte
352 O'Connor Road
North Babylon, NY 11703

Warren Gleckel
243 Copen Boulevard
Amherst, NY 14226

Paul Greene
21 Hillair Circle
White Plains, NY 10605

Irene J. Kent
1500 Colvin Boulevard
Kenmore, NY 14223

Marilyn Cohen
Schodack Central School
1216 Maple Hill Road
Castleton, NY 12033

Ellen M. Barnes
3025 Maple Ridge Road
Newark, NY 14513

John Blumberg
Oneida County BOCES
Box 70
New Hartford, NY 13413

Anthony Barraco
Nazareth College
4245 East Avenue
Rochester, NY 14610

Carole A. Geraci
Boardman School 9E
Oceanside, NY 11572

Barry Gould
Cooperstown Central School District
117 Main Street
Stony Point, NY 20980

John DeBroske
HAV/Stony Point Central School District
117 Main Street
Stony Point, NY 20980

Douglas King
1500 Colvin Boulevard
Kenmore, NY 14223